TYPE 5 CHARTER SCHOOL APPLICATION OF
Akili Academy of New Orleans, Inc.
2008

NAME OF THE CHARTER SCHOOL: Akili Academy of New Orleans

NAME OF NONPROFIT CORPORATION: Akili Academy of New Orleans, Inc

PRESIDENT OF THE NONPROFIT BOARD: Sean Gallagher

MAILING ADDRESS: 200 Broadway Street, Suite 108, New Orleans, Louisiana, 70118

CHARTER TYPE APPLIED FOR: 5

NAME OF CONTACT PERSONDESIGNATED BY NONPROFIT BOARD: Sean Gallagher

TITLE/RELATIONSHIP TO NONPROFIT: Chair and Lead Founder

MAILING ADDRESS: 200 Broadway Street, Suite 108, New Orleans, Louisiana, 70118

TELEPHONE (day): 504-491-8198   **TELEPHONE (Cell):**

EMAIL ADDRESS: sgallagher@buildingexcellentschools.org

APPLYING TO OPERATE MORE THAN ONE SCHOOL: No

HOW MANY:

NAME OF MANAGMENT COMPANY (if any): N/A

NAME OF PARTNER ORGANIZATION (if any): N/A

PRINCIPAL'S NAME (if selected): N/A

       TELEPHONE (day):   **TELEPHONE (Cell):**

EMAIL ADDRESS:

YEAR ONE GRADE LEVELS: K-1   **YEAR ONE PROJECTED ENROLLMENT:** 120

GRADE LEVELS AT FULL CAPACITY: K-8

PROJECTED ENROLLMENT AT FULL CAPACITY: 500

ANTICIPATED FIRST-YEAR OPERATING BUDGET.

       REVENUE $: 1,398,908   **EXPENSES $:**1,359,861

IDENTIFY SCHOOL FACILITY

If applying as a Type 2 or 4 to utilize a school district owned facility, indicate the school name and address of the facility.

If applying as a Type 5 for an RSD facility, indicate school facility preferences in priority order:

1. Dibert Elementary

2. Fisk-Howard Elementary

3.

4.

5.

6.

If applying as a Type 2 or 5 for a non-RSD or non-school district owned facility provide the address and current or prior use:

Address of Back-Up Facility: (recommended, if submitting a non-school district owned facility):

The Executive Summary is an overview that concisely and effectively illustrates the school plan.

1. Provide an Executive Summary for the proposed school that describes the following:

A clear statement of the mission, academic philosophy and values:

Akili Academy of New Orleans equips students in kindergarten through eighth grade for success in college preparatory high schools and selective colleges   Within a structured and rigorous learning environment, Akili Academy students excel in academic pursuits, develop strong character, and are poised for success.

An overview of the school structure, leadership team and governance:

Akili Academy will serve New Orleans students from kindergarten through eighth grade, and is available tuition free on a lottery basis to grade-level eligible students. The school proposes to open for the 2008-2009 school year with two classes of 30 students each in both kindergarten and first grade, and then proposes to admit two new classes of 30 kindergarten students each year until the school is serving K-8 in 2015-2016. The school's proposed Executive Director, Sean Gallagher, is an experienced urban educator committed to and experienced in delivering strong student achievement   After beginning his career with the Vanguard Group, he taught for seven years in an impoverished section of North Philadelphia, where he developed a strong desire to influence the reform of public education beyond the confines of his classroom   As a result, Mr. Gallagher then became a founding teacher at the acclaimed Mastery Charter High School in Philadelphia, and most recently has been the Vice Principal of Independence Charter School (recognized as a 2007 National Charter School of the Year by the Center for Education Reform), founding and developing the middle school program.

The Founding Board of Directors is a high-capacity group possessing the wide array of professional skills necessary to launch and govern a highly successful charter school in New Orleans. All members of the founding group have committed their professional experience and expertise to Akili Academy, and are prepared to execute their duties as a governing Board of Directors. Along with Lead Founder Sean Gallagher, members of the current founding group include:

• Sarah Gorham, Associate General Counsel for Tulane University. Ms Gorham previously held the same position with Goldman Sachs and The Mount Sinai Medical Center, both in New York City. She has a Bachelors degree in History from Yale University, and a JD from New York University.

• Jolon McNeil, Youth Advocate for the Juvenile Justice Project of Louisiana, working in New Orleans. An alumnus of Teach for America, Ms. McNeil taught Spanish for four years in the Orleans Parish Public Schools system. She has a Bachelors degree in Spanish Studies from American University.

• Merry Sorrells, Head of School at the St. Paul's Episcopal School in New Orleans, and previously the Director of Advancement at the Isidore Newman School. Ms. Sorrells is a graduate of Principia College with a Bachelors degree in International Relations, and has a Masters degree from the University of New Orleans in Educational Administration

• Andrew Stakelum, Associate in Admiralty and Maritime Law for Lemle and Kelleher. A lifelong resident of New Orleans, Mr. Stakelum has a JD from Tulane University Law School and a Bachelors degree in Business Administration from the University of Georgia

• Jeffray Teague, Controller for Fastorq, a subsidiary of Superior Energy Services, Inc. A lifelong resident of New Orleans, Mr. Teague has been a Board member for Big Brothers/Big Sisters of Southeastern Louisiana and

for the Youth Leadership Council. He has a Bachelors degree in Business Administration from Loyola University

As a Founding Board, we fully realize that strong leadership is required for a high performing school to grow and flourish. This includes strong day-to-day management by the Executive Director of the school and oversight by a strong Board of Directors. Akili Academy has assembled an extraordinary team of individuals who are capable of managing the school daily, and who are able to oversee and govern the vision and mission of the school, as well as establish policies that will protect the school's organizational and academic success over time and ensure its success into the future.

A description of the school's short- and long-term goals (academic and operational):

A clear and explicit series of academic and operational goals will guide Akili Academy toward the execution of its mission:

- Attendance rate of 95% or higher and exceeding the state average.
- Enrollment of at least 95% of projected enrollment, and a waiting list equaling at least 50% of enrollment in kindergarten and first grade.
- State test results outperforming those of demographically and geographically similar schools.
- The percentage of students scoring at basic or above on state criterion-referenced tests will grow by 10% or more each year of the school's operation.
- AYP is met for all subgroups in all years of operation.
- 100% of graduates attending a college preparatory high school.
- Fiscal solvency evidenced by a consistent positive fund balance.
- Unqualified audit opinions during each year of operation.
- 80% or more of families reporting a high degree of satisfaction with the school's programs.
- SPS Assessment Index baseline of 80.0 or above by third year of operation.

An explanation of the research-base that demonstrates the school model will be effective in improving student achievement:

Akili Academy of New Orleans Lead Founder Sean Gallagher, as a 2007-2008 Fellow of Building Excellent Schools, is visiting and deeply studying over 30 high-performing urban charter schools, many of them the most well respected and highly successful K-8 charter schools serving a similar population of students that Akili Academy seeks to serve. During the Fellowship, Mr. Gallagher is benefiting from full-time, intensive training on the leadership skills necessary to lead an excellent charter school dedicated to outstanding student achievement - including design, opening, and operation. This training offers 12 months of intense study, including over 600 hours of training from practicing charter school experts, the completion of a residency at a top performing urban charter school, and direct access to many of the most successful and well-recognized charter schools across the nation.

An explanation of how this model is appropriate for all students and will lead to higher levels of academic achievement for the target population:

The need for outstanding public schools in New Orleans predates the devastation caused by Hurricanes Katrina and Rita Like most large cities in the United States, New Orleans students living in poverty, particularly students of color, have had no choice but to attend schools that demonstrate chronic student underachievement on statewide and nationally-normed assessments In response to this crisis, the Recovery School District has been charged with recreating the public school system, particularly by reopening most of the city's schools as charters. This unprecedented overhaul has created a need for high-capacity charter school operators with unrelentingly high

expectations for the students of New Orleans to create outstanding schools that deliver on the promise of legitimate, high-quality choices for these students and their families. Akili Academy of New Orleans will seize this opportunity and provide a no-excuses, highly-structured, and fully accountable school in service of a most urgent mission· that all of our students graduate eighth grade with the skills and content knowledge necessary to be accepted to the best college preparatory high schools in New Orleans, followed by admission to and success in selective colleges or universities.

The need for accountable and rigorous education begins in the youngest grades, and we believe that teaching students to read well is the critical task of elementary and middle schools. In full support of the Louisiana content standards, we have built on the latest research in literacy education to create a rigorous program in which all students are fluent readers by the end of the second grade. Beyond the second grade, we will develop students who are able to rigorously analyze text using explicit and explicitly taught comprehension strategies. Serving a population at risk of academic underperformance and whom we expect will arrive at Akili Academy non-reading ready or reading below grade level, additional instruction for strong literacy acquisition is critical in the early grades of K-3 In order not to lose any of the gains lost in the earliest grades, and to continue to strengthen and accelerate the literacy levels of students in the later elementary grades, extended time on strong literacy development will continue in the later middle school years. A similarly intense and strategic approach will be taken in the other core subjects, particularly in mathematics as it lays the foundation for more advanced study in high school and eventual entry into college

An explanation of the school's core values about teaching and learning:

The educational philosophy of the Akili Academy of New Orleans is driven by our college preparatory mission. Our philosophy is based on four core values:

1   All students can learn, regardless of background.
2.   Great teachers and great teaching are essential to student academic success.
3   A highly structured, focused, and accountable school culture drives student achievement.
4.   Data analysis drives effective instruction.

The core values of Akili Academy's design are critically informed and inspired by high performing urban charter schools serving a similar population to that which we expect to serve in New Orleans - predominately African-American, low-income, and generally at-risk students. Based upon the proven practice and results of such schools, the Akili Academy model will incorporate the following elements to support the educational needs of our students and to reach the academic goals outlined in our charter application:

•   A highly structured learning environment marked by limited distractions and efficient use of time and resources

•   An unrelenting focus on literacy acquisition in the early grades to ensure that all students are reading at or beyond grade level by the end of second grade.

•   An extended school day and year, providing students the time needed to master the skills and content they will need to excel in challenging high schools

•   Research-proven curricula that leads to dramatic academic gains with our target population and a data-driven, direct instructional environment necessary to ensure that students master the core curriculum and are poised for future academic success.

We believe that the educational program designed and proposed by Akili Academy is practice-proven, well researched, and exceptionally relevant to the needs of our targeted student population and will lead to strong student achievement

2. Complete the enrollment projection chart, providing enrollment for each grade level for years one through five.

Grade Level	Year 1	Year 2	Year 3	Year 4	Year5
KG	60	60	60	60	60
First	60	60	60	60	60
Second		60	60	60	60
Third			60	60	60
Fourth				60	60
Fifth					60
Sixth					
Seventh					
Eighth					
Nine					
Tenth					
Eleventh					
Twelth					
Total	120	180	240	300	360

EDUCATIONAL PHILOSOPHY, CURRICULUM AND INSTRUCTION

3. Discuss the school's educational philosophy and how it aligns with the mission.

a. Describe the instructional methods to be used that support the educational philosophy:

The response to question 3a is included in the upload of question 3c.

b. Provide evidence that this educational philosophy and/or approach is effective and will result in high academic achievement for the anticipated student population:

The response to question 3b is included in the upload of question 3c.

c. An applicant may upload additional information to supplement the responses to Question 3.a and/or 3.b. If the uploaded document is to serve as the response to Question 3.a or 3.b, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 3.b has been uploaded in Question 3.c." If you choose to upload a response for 3.a and 3.b, please remember that only one document can be uploaded in Question 3.c, so in that case, the responsive documents must be combined.

4. If proposing to use the Louisiana Comprehensive Curriculum, provide rationale for your selection; explain the methodology that will be used to implement the curriculum, and the anticipated professional development needs.
If proposing an alternative curriculum, provide details regarding how it aligns with the state standards, rationale for your selection and the methodology that will be used to implement the curriculum.
a. Provide an outline of the major curricular programs that the school has selected for use, including textbooks and literacy program (*e.g., Harcourt Trophy Series, Open Court*):

We will utilize the Louisiana Comprehensive Curriculum (LCC) to ensure our academic program is closely aligned with state learning standards, as defined by the Grade-Level-Expectations (GLEs), which we believe are well-aligned with our mission and purpose to offer a college-preparatory educational program to students in grades K-8. In addition to a resource base of sample activities and assessments, the LCC also provides a curriculum map, scope, and sequence to serve as a solid framework for lesson/unit planning, interim assessments, and supplemental curriculum development

The overarching theme to all of our curriculum is that any curricular planning should begin with the ultimate outcome in mind and then plan backwards to ensure that all work done by students and teachers will lead logically and sequentially to measurable student success Therefore, a well prepared Akili Academy eighth grader will have mastered all of the Louisiana GLEs and more broadly be: a fluent and proficient reader, speaker, and writer of the English language able to read and analyze a variety of texts and write in a variety of forms; an efficient mathematician able to accurately and quickly solve advanced arithmetic and intermediate algebra problems; and a developing researcher and critical thinker able to contemplate and apply his/her knowledge and basic skills in a variety of settings

The successful Akili Academy graduate will be fully prepared to apply all of his/her knowledge and skills upon matriculating to ninth grade in a college-preparatory high school It is from this centralized goal of a well-prepared

and well-educated eighth grade graduate that we begin our backwards mapping to identify and determine every preparatory and preliminary step between their entrance to the school as a Kindergarten or first grade student and their final day of school as an eighth grader. Once those steps and milestones are determined, the school integrates them into a coherent scope, sequence, and set of internal academic standards.

The curricular chart in this section outlines the various curricular programs we will use at Akili Academy. All of these curricula have been proven to produce exceptional results in urban schools. In the area of early literacy, a key focus of No Child Left Behind legislation, the programs we have chosen meet or exceed the federal guidelines as research-proven curricula. All ELA curriculum directly teach the five elements of literacy development outlined by the federal government. As we better determine the needs of the students, we may supplement the core curricula we have chosen. All curricula chosen will be structured and standards-based.

Our choices of curricular packages and materials is driven by our singular focus on providing an academic program proven to prepare students for success in high school, college and ultimately, the competitive world beyond. We have chosen well-designed, research proven curricula which have demonstrated strong student performance outcomes with student populations similar to that which we will serve at Akili Academy.

b. Discuss what instructional method will be used to support the educational philosophy:

Akili Academy believes that the core of effective preparation for success in college-preparatory high school is the use of proven data-driven practices in every element of its educational program. Within this data-driven model, Akili Academy's educational program will use four instructional methods to support its mission:

- Highly organized, structured, and systematic approach to instructional delivery
- An intensive focus on literacy in the early grades
- Engagement intensive student-teacher interaction techniques
- Gradual Release, "I do," "We do," "You do" instructional model

Highly Organized, Structured, and Systematic Approach to Instructional Delivery

Effective classroom organization and management along with strategic instructional planning are cornerstones of a well-run educational program. We will establish a system that sets clear teaching expectations every day and that ensures all students learn the same material and receive the same quality of instruction. The following strategies will be used:

- Instructional consistency. At any given point of the school day, an observer will be able to see the same instruction, in a specific content area, delivered in the same method by all teachers across the same grade and subject. This instructional consistency will also assist school administrators in the daily monitoring of classroom instruction and allow them to identify teacher strengths and areas in need of improvement more efficiently and effectively. It will also provide a common platform for instructional discussions, administrator to teacher and teacher to teacher as well as ensure that all staff will be speaking from a common set of instructional expectations. This consistency allows teachers to share a common understanding of the school's expectations for instructional quality, allows the entire faculty and staff of the school to be able to discuss the instruction and educational programming of the school using a common language, and also permits students to go about their work at school in an environment with a clear set of expectations and procedures that support the learning of every student.

- Standards-linked, detailed lesson planning. All teachers will be responsible for submitting detailed, strategic lesson plans on a daily, weekly and quarter basis, all of which will follow the same instructional format and include the same components. Teachers who teach the same content for the same grades will be expected to partner to develop plans jointly to ensure instructional consistency.

- Uniform blackboard configuration. All teachers will use the Blackboard Configuration (BBC). Supported by the work of Dr. Lorraine Monroe, the founder of the Frederick Douglas Academy in Harlem, NY, the BBC is an instructional accountability system that systematizes the manner in which expectations surrounding the scope and content of that day's lesson are shared with students Akili Academy's BBC will minimally consist of the Aim or objective, the Do Now or class starter, the Agenda or main instructional components of the lesson, and the Homework Assignment. The BBC will set clear academic expectations of what students will learn during that lesson and will also serve as a visual cue for the teacher to manage his/her instructional pacing more effectively. Administrators will also use the BBC as a tool to identify how well the teacher is following the content, pacing and activities set forth in the lesson plan.

- School-wide systems and structures. We believe in implementing practices that maximize the amount of time a student is engaged in learning and that minimize the amount of time spent on non-instructional activities. Non-instructional activities include handing in homework, distributing class work, transitioning between classes, finding and retrieving class materials, hanging coats, etc. During the first three weeks of professional development, teachers will be taught and practice the key school wide systems that they will commonly implement with students. Throughout the school year, the systems will be refined and new systems and structures will be implemented as needed to achieve the same objective – maximal time spent on student learning

An Intensive Focus on Literacy in the Early Grades

Literacy is the gateway skill to academic success Unfortunately, a New Orleans child typical of the children we are targeting with Akili Academy will enter school at risk of reading failure even at the earliest of ages Research indicates that economically disadvantaged children are exposed to two-thirds fewer words at home each hour than the children of more affluent households. Such research further indicates that between birth and age three, an economically disadvantaged child hears 30 million fewer words than a child who is economically advantaged. This lack of language exposure and early language development has the economically disadvantaged child attending the first day of kindergarten with a vocabulary one half the size of his/her economically advantaged schoolmates.

Schools in which economically disadvantaged students achieve mastery in the core subjects and experience academic success are those schools that maintain an unyielding focus on ensuring students' literacy skills in the earliest grades. A strong concentration on fundamental literacy in the formative years of schools is a critical component of high performing elementary schools. Practices of these high performing schools align with the findings of the National Reading Panel as they: (1) devote significant time to instructing reading and writing, specifically teaching phonics and comprehension methods; and (2) develop fluency by meticulously practicing reading and writing and by establishing a passion for reading. These practices are evident throughout Akili Academy's educational program:

- 160 minutes of literacy instruction daily
- Research-based, balanced-literacy programs such as Open Court Reading and SRA Reading Mastery which incorporate a significant focus on phonics
- Classrooms with two teachers in the early literacy-building grades, guaranteeing a low student-to-teacher ratio, allowing more one-on-one and small-group instruction, and giving teachers a deeper understanding of each child's academic needs
- Development of the "reading habit" by: (a) scheduling Independent Reading Time daily during which students read a book that matches or slightly stretches their current reading level, (b) including independent reading as part of homework each night for all students; (c) making available a well-stocked lending library; (d) providing a Guided Reading time daily during which students listen to a story read by a teacher. In some instances students will also take turns reading story passages aloud to one another; and (e) encouraging students to read during every spare moment of the school day, for example when a student completes an in-class assignment before his/her classmates.

Our intense focus on achieving early literacy for all students will support students with disabilities, those who fit the classification of Limited English Proficient, and those at risk of academic failure.

Engagement Intensive Student-Teacher Interaction Techniques

Research indicates that students learn best in a stimulating environment – one that has a steady and consistently brisk pace, a high degree of teacher and student interaction and one that uses techniques that support a culture of high academic and behavioral expectations   To ensure we offer such an engaging instructional environment, we will integrate:

• Rap, Rhythm, and Rhyme This technique, borrowed from Harriet Ball, the inspiration of the KIPP schools, uses chanting and rhyming to create excitement about the learning process and as a skill anchor to help children remember key learning concepts. Most often applied to math and English Language Arts, Rap, Rhythm, and Rhyme is a proven approach that leads to increased subject matter comprehension.

• Kinesthetic Learning Kinesthetic learning is an approach that uses physical activity to maintain student engagement and makes the learning process fun. Teachers strategically incorporate its use to teach students a new concept (i.e., count by tens) using hand signals, finger snapping or other gestures or to reward individual or group academic performance while instruction is actively occurring (i.e., two claps for Jimmy for getting the right answer). It serves as a strong mechanism to provide physical movement during extended teaching blocks and extended school hours. Active student involvement also allows teachers to more effectively gauge the degree to which students are grasping the subject matter

• Proven Instructional Techniques. We will also use a variety of academic, behavioral, and advanced instructional techniques that reinforce student expectations. These techniques that have been used by effective teachers in the United States, Japan, and Asia can be categorized in three areas. behavioral, academic, and advanced (the expectation that all students achieve) Akili Academy will strategically select 2-3 instructional techniques as a focus in professional development sessions. Teachers will engage in training, simulated role plays and will be observed and provided with feedback on their delivery throughout the school year.

Gradual Release. "I do," "We do," "You do" Instructional Method

The strategy of teacher led instruction, guided classroom practice, and individual practice for mastery has proven to be a highly effective instructional technique for ensuring all students learn and learn well. When this approach is used the lesson begins with the teacher demonstrating the lesson concept or skill - "I do." After sufficient examples have been taught, s/he then provides opportunities for the class to learn and practice the concept together - the "We do." This may be achieved through the formation of small classroom teams for example, that work on a series of questions together and under the guidance of the teacher. Lastly, students practice the concept independently - the "You do" - to further strengthen their understanding and develop individual mastery of the material being taught.

This approach is effective in teaching reading, math, social studies and science. By modeling problems and providing opportunities to practice problem-solving in a variety of contexts, students are able to learn standards more effectively. This approach requires students to become and remain active participants throughout the learning process. Specifically, this technique will enhance student learning by:

• systemically increasing opportunities for students to practice skills in core content areas;
• affording teachers an opportunity to see students' inability to grasp a concept sooner and immediately apply a remedy; and
• allowing teachers to identify an ineffective approach and adjust their instructional practice in real time.

c. Articulate how the curriculum aligns with the school's mission:

Akili Academy's planned curriculum aligns tightly with the school's mission to prepare each of its students for success in high school and ultimately college. Each curricular component is well-planned, research based and practice proven as effective with the proposed student population that Akili Academy will serve. By engaging in the curriculum as outlined in this section, we are confident that our students will acquire the content and skill mastery they will need to succeed in rigorous college preparatory high schools

d. Explain anticipated professional development needs:

We believe in hiring the best teachers The best teachers in our minds are those who uncompromisingly believe that our students will be successful, have the instructional strength to lead them towards that objective, and embrace a spirit of continuous improvement of their craft They are therefore thirsty for feedback, opportunities to learn and grow, and tools that will allow them to do their job more effectively. As we will describe in more detail later in this application, professional development at Akili Academy will center on ensuring that teachers are well equipped to deliver strong and effective lessons each day to their students while at the same time having ample opportunities to reflect critically on their practices and the school's performance as a whole in a collaborative setting.

e. Explain how the curriculum aligns with the class schedules and calendar:

The proposed curriculum for Akili Academy aligns with the school's planned class schedules and calendar by linking the needs of successful implementation of the various curricula (i.e. 160 minutes of reading instruction necessary for successful literacy development) to real structures in the school's 190-day school calendar and schedule. The school's calendar allows that 160 minutes of literacy instruction to happen largely continuously, ensuring that students learn and practice critical skills in as continuous a fashion as possible

Subject Areas	Source	Curriculum Name	Reason for Choosing
Example: English/Language Arts	Example Ohio State Literacy Collaborative	Example: Readers and Writers Workshop	Example: Balanced literacy approach utilizing shared inquiry practice
Math	Saxon	Saxon Math	Sequential, spiraling instruction, focus on core operational mastery
Science	Lawrence Hall of Science, U of California	FOSS Science	Sequential, spiraling instruction, focus on core operational mastery
English/Language Arts	SRA/McGraw Hill	Open Court Reading	Demonstrated success with populations similar to target Fitness for station/two-teacher model
Social Studies	Houghton-Mifflin	Houghton Mifflin Social Studies	Research based curriculum proven effective with targeted population

Additional Subject:

Additional Subject:

4f. An applicant may, but is not required to, upload its proposed curriculum. The upload shall not exceed fifty (50) pages.

Document uploaded in response to this question has been placed at the end of the charter application

5. Describe the school's target population and provide evidence of the proposed curriculum's effectiveness, rigor and relevance to the target population:

The response to question 5 is uploaded in 5b

5a. An applicant may upload additional information to supplement the response to Question 5:

Please see upload document below

Describe the school's target population and provide evidence of the proposed curriculum's effectiveness, rigor and relevance to the target population.

Akili Academy will be an open enrollment school, which any grade eligible student living in Orleans Parish may attend. Seats in the school will be distributed by random lottery Because the school will be a Type 5 Recovery School District (RSD) charter school, it can reasonably expect to serve a student population reflecting the demographics of the Recovery School District as of February of 2007[1]:

Recovery School District Demographics	
Number of Students	16,303
% Free and Reduced Lunch	79.0%
% African American	97.1%

We expect to serve a population that is predominately African-American, predominately poor, and as the following statistics show, desperately in need of strong educational options which will fully prepare them for success in high school, college, and the competitive world beyond.

RSD vs. State 4th Grade LEAP ELA Performance 2007

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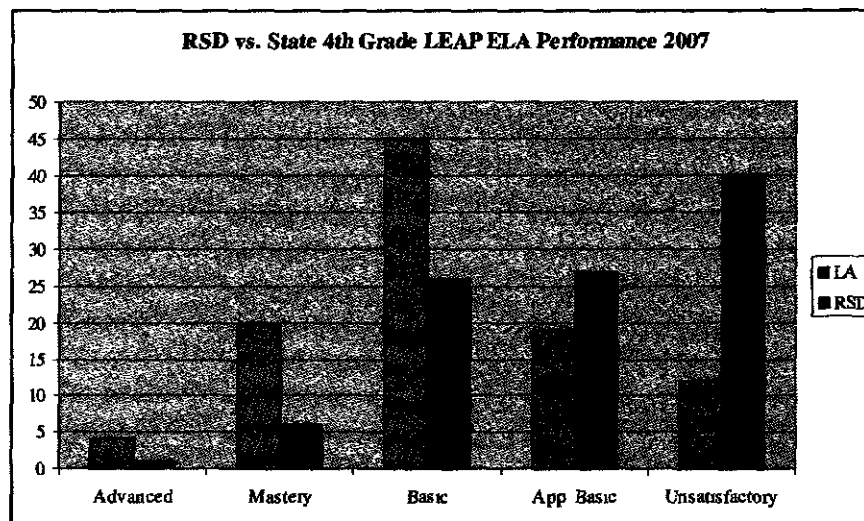
[1] Louisiana Department of Education, *Multiple Statistics-By LEA*, February 1, 2007

RSD vs. State 4th Grade LEAP Math Performance 2007
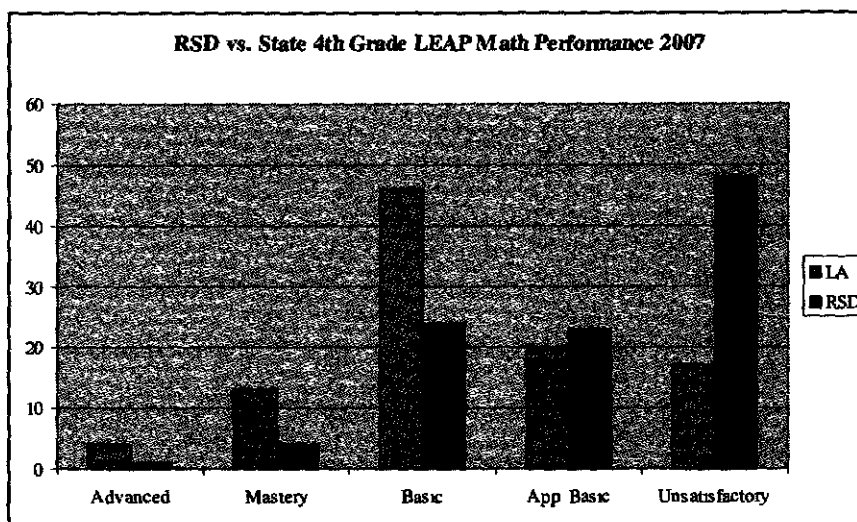
Because Akili Academy will be starting with students in the earliest of grades, it is our task to ensure that the students we serve are so well prepared that they perform exceptionally well on assessments such as the fourth grade iLEAP assessment on their way towards high school and college preparation.

The challenge inherent in educating our targeted population, which is compounded even further by the tragic effects of Hurricane Katrina and the disorienting nature of the ongoing recovery efforts, is immense and evidenced by the poor academic performance of fourth grade RSD students on the LEAP exam   To conquer this challenge, we have custom-designed a comprehensive academic program using the best practices of some of the urban charter schools from across the nation that serve and succeed with a population nearly identical to the one served by Akili Academy.

Relevance to Student Population and Demonstrated Success

Because the core tenets of Akili Academy's design are critically informed and inspired by high performing urban charter schools serving a similar population of predominately black, low-income, and generally at-risk students, we believe that the educational program designed and proposed by Akili Academy is exceptionally relevant to the needs of our targeted student population.

The nationally recognized Achievement First schools and particularly their elementary schools in New Haven, Connecticut and Crown Heights, Brooklyn, New York have served as particular models for the school design of Akili Academy. Because the schools that have informed Akili Academy's school design at its earliest grade levels have yet to take state mandated assessments, it is difficult to present as thorough a picture of the outsized successes of these schools, but preliminary information from the results of nationally normed assessments available about Elm City College Preparatory Charter

School in New Haven is highly indicative of the success of Akili Academy's proposed curriculum with a similar population [2]

Percentage of Kindergarten and First Grade Students reading AT or ABOVE grade level--Elm City College Prep
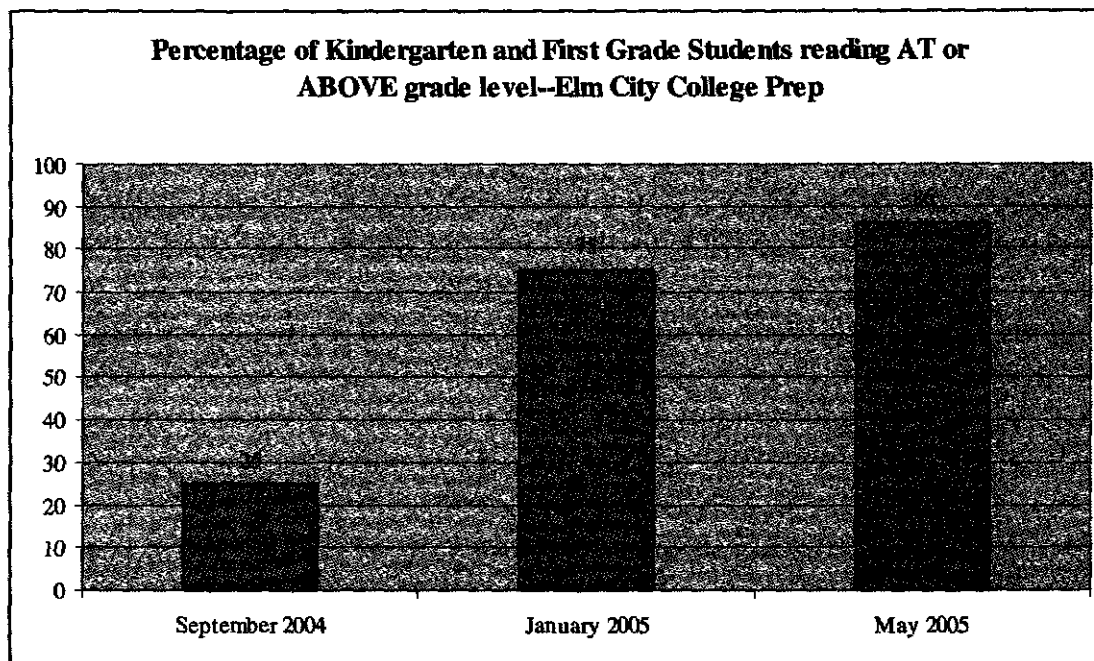
Proven Curricular Programs—Waterford Early Reading Program

The Waterford Early Reading Program is an adaptive literacy computer program that contains three levels of instruction - emergent, beginning and fluent readers, and targets pre-K through third grade students. It employs steady early-intervention through an all-inclusive literacy curriculum. The Waterford model is based on research that reveals that students who cannot read at grade level by the end of first grade rarely ever equalize. Rather, the educational divide only widens. To ensure the strongest reading readiness, it is imperative that students have two to three thousand hours of literacy encounters and languages before they enroll in kindergarten: the Waterford curriculum catches up students who do not have this proper reading base.

In the initial year of Waterford, students master crucial reading skills such as automatic letter and word recognition, phonological awareness, and understanding print concepts. In the second and third years, Waterford builds on these growing skills with carefully sequenced equalized reading instruction, solidifying phonemic awareness, work pattern decoding, comprehension tactics, and grammar mastery, and encourages learning of the steps in the writing process. It also broadens each student's reading performance to various content areas. Level one (emergent literacy) will be employed in kindergarten, level two (beginning reading) in first grade, and level three (fluent reading) in second grade.

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[2] Achievement First, www.achievementfirst.org

Research clearly indicates that the Waterford program is successful, particularly with the most at-risk populations An independent study by the Ohio Department of Education (1999-2000) assessed student achievement in comparison to a control group and national norms for various reading outcomes. At-risk kindergarten students were given pre- and post-tests utilizing subtests from nationally known standardized tests. In reference to the national norms, the results indicate that children in the Waterford group scored appropriate or higher at-grade-levels. The Waterford control group of students consistently achieved above grade level on most measures.[3]

Additionally, students achieve elevated levels of undisturbed engagement in the Waterford program without distraction because each student utilizes earphones and works independently on software that presents detailed literacy instruction The program can enhance operations and activities to a particular student's computer in order that he or she receives more instruction and practice in a certain topic. The program keeps track of how each student has done in literacy activities, puzzles, and problems, and a report can be printed for parents or the school Waterford also can be used to transition English Language Learners into English fluency. Engaging students' creativity, Waterford permits children to produce and keep their own books and stories in print, videotape, and on audiocassettes. The audio recording playback feature of the program supplies teachers with up-to-date assessments of each student's reading progress. Parents are able to read the report or they can choose to listen to their child's current performance.

Another important element of the Waterford Program is that it allows for small reading stations within the classroom. With a group of 30 students, the use of Waterford will allow three groups of 10 students, each to rotate from one teacher to another, and then to the Waterford Program. Waterford will allow us to ensure small student-teacher ratios in the earliest grades when teaching reading, the most important academic skill for school success

Proven Curricular Programs—Saxon Math

Practice devices that guarantee student mastery of specific mathematical skills and knowledge distinguish the direct-instruction Saxon Math program. Saxon Math methodically outlines instruction and evaluation throughout the academic year. It combines the instruction, practice and assessment of interrelated concepts into a condensed period of time, typically within a unit or chapter. The program's pedagogy is efficient and data-driven, separating multiple concepts into connected increments, and acknowledging that small portions of information are easier to teach and to learn. Saxon Math then allocates the instruction, practice and evaluation of those increments throughout a grade level Data reveals that this approach creates considerably higher levels of student comprehension than presentations found in programs with a chapter-based method [4]

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[3] For more information please see www.pearsondigital.com/waterford/research.cfm.

[4] Dempster & Farris, 1990 from www.saxonhomeschool.com/math/index.jsp, p 1

In Saxon Math, each increment builds on the groundwork of previous increments, guiding students to a deep understanding of mathematical concepts. Linked increments are taught throughout the grade level, ensuring that children have the chance to master each increment prior to being presented with the subsequently interconnected one. Foundational research has proven that distributed instruction - teaching which introduces concepts to be comprehended over numerous intervals - results in student achievement superior to that achieved through instruction that is not disseminated.[5] Later studies have established the value of distributed instruction is far more valuable in a variety of subjects, including mathematics.[6] Distributed practice throughout each grade level builds full comprehension of basic math skills and long-term recollection of concepts. Numerous empirical studies indicate that children who are instructed with a math curriculum that employs continual practice and review illustrate superior skill attainment and math achievement.[7] Later studies have strongly suggested that spaced or distributed practice results in higher performance than a process of constant mass practice.[8] The common cumulative assessments in Saxon Math measure acquisition and maintenance of concepts. Assessments every fifth lesson assist teachers in measuring student growth, and each evaluation is cumulative, so that teachers are able to observe student skill retention over a period of time

Saxon Math's distinctive methodology to math instruction assures that children achieve and retain foundational math skills on which all future math success is based.

When students face as many challenges as our targeted student population, it is critical that students are able to operate in a school environment that holds the highest expectations for their learning and allows that learning to occur in a highly structured environment that limits distraction, uses time efficiently and ensures that all relevant resources flow as required to the benefit of students. The educational program of Akili Academy responds to this need by incorporating the core elements of schools like Elm City College Prep to offer a structured learning environment that is orderly, crisp, and efficient while also affording students extended time to learn the critical skills and receive any necessary supplemental support which will aid in their learning. It is this correlation which ensures that Akili Academy's educational program is consistent with the demonstrated needs of its targeted student population.

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[5] English, Wellburn & Killian, 1934, from www.saxonhomeschool.com/math/index.jps p 1.

[6] Dempster, 1988, Hintzman,1974, Reynolds & Classer, 1964, from www.saxonhomeschool.com/math/index.jsp p 2

[7] Usnick, 1991, Ornstein, 1990, from www.saxonmathhoemschool com/math/index.jps p. 2.

[8] Dhailwal, 1987, Proctor, 1980, from www.saxonmathhomeschool com/mth/index.jsp p. 2.

6. Discuss the school's plan for meeting the requirement to serve an "At-Risk" student population:

Because it will operate as a Recovery School District charter school, Akili Academy can with reasonable certainty expect to serve a student population that is largely at risk. February 2007 statistics from the Louisiana Department of Education reveal that almost 80% of students in the Recovery School District qualify as "At-Risk" as defined as being eligible for Free or Reduced Lunch.

As an open admissions school operating in the RSD, Akili Academy expects to serve a student population that is reflective of the RSD as a whole. Therefore, we anticipate serving a student population in which at least 80% of students are "At Risk."

Beyond simple statistics and probabilities, it is the considered intention of Akili Academy to serve "At Risk" students. Every element of the school's designed is based on its proven capacity to improve the academic achievement of students fitting the "At Risk" category, therefore the school will make special efforts to ensure that its enrolled student body is significantly "At Risk" and therefore well positioned to benefit from the specific educational program offerings at the school.

7. Provide a description of specific and measurable goals for student academic performance and operational management associated with the performance outcomes listed:

PERFORMANCE OUTCOME	SCHOOL'S INTERNAL GOAL
Daily Attendance	1 Akili Academy's average daily attendance rate will be 95% or higher each school year
	2 Akili Academy's annual attendance rate will exceed the state average
State Tests	1 Continuously enrolled Akili Academy students will perform at basic or above on all state criterion-referenced tests (LEAP, iLEAP) at a rate higher than similar schools demographically and geographically
Diagnostic Tests	1 The average annual increase of Normal Curve Equivalency performance among Akili Academy students on the Stanford 10 Reading, Language, and Mathematics Tests will average at least 3 NCEs per year until the average NCE performance reaches 75 NCE
Matriculation	1 Akili Academy's enrollment will be at least 95% of the projected enrollment for each year of operation
	2 The Akili Academy waiting list will be equal to at least 50% of the available spaces in kindergarten and first grade each year
Graduation/Promotion	1 100% of graduating Akili Academy eighth graders will score at basic or above on the LEAP ELA and Mathematics tests in eighth grade
Teacher Retention	1 The rate of voluntary teacher attrition, excluding teachers who leave the school to pursue graduate study or accept leadership positions in other urban charter schools will not exceed 10% each year
College Placement	1 100% of Akili Academy graduates will attend a high school which will fully prepare them for college success

Other; describe	1 Akili Academy will remain fiscally solvent during the course of its operation, as evidenced by always carrying a positive fund balance
	2 Akili Academy will receive unqualified audit opinions during each year of its operation
	3 Each year 80% of Akili Academy families will report being Satisfied or Highly Satisfied with the overall quality of the school's educational program
	4 Akili Academy will achieve a SPS Assessment Index baseline of 80.0 or above by its third year of operation
	5 Akili Academy will meet AYP requirements for all subgroups during each year of its operation
	6 The percentage of students scoring at basic or above on state criterion-referenced tests (LEAP, iLEAP, and GEE) will grow by 10% or more each year of the school's operation

7a. Uploaded additional information to supplement the responses to Question 7. A document uploaded in response to Question 7 is supplemental and will not serve as the response sought in the chart set forth above; the chart above must be completed.

8. Describe the school's plan for monitoring and reporting the effectiveness of the curriculum, instructional methods and practices during the first school year, at year 3, and at year 5:

Monitoring

In order to meet and exceed the performance targets and goals as outlined by SBESE and our operating agreement with the Recovery School District, Akili Academy will break down its long term goals into manageable, measurable, interim goals against which the school can measure its progress The SBESE Framework for the Evaluation of Louisiana Charter Schools and the No Child Left Behind AYP goals will serve as the core academic accountability framework, setting high expectations for our students to grow and achieve at high levels during their tenure at Akili Academy We will break down the School Performance Score to its component elements to ensure that the school can set usable, easily understood, and attainable operational goals for the school that every member of the school community can embrace and pursue vigorously. Accordingly, Akili Academy will create a detailed accountability plan, beginning with the SBESE SPS targets and breaking those goals down into discrete interim benchmarks for staff to monitor actual performance and make adjustments in curriculum or instructional methods should performance fall short in a particular area. Our work in creating this comprehensive accountability plan will be critically informed by the examples set by the high performing charter schools studied in the design and planning of the school.

Much of this work will depend on the school having baseline scores for its students Because the school will operate for two years before any of its students sit for the LEAP examination, the school will have to use approximate measures such as norm referenced test performance and performance on measures such as DIBELS to determine student progress and thus, the effectiveness of the school's educational program. Therefore, we will use a nationally normed assessment to determine each student's baseline level upon entering the school.

The Executive Director and Associate Director for Curriculum and Instruction will work in concert to evaluate the meaning of the school's progress against established benchmarks. We understand clearly that the school must score 80 0 on its third year SPS Index Score to remain in good standing, and the Executive Director and Associate Director of Curriculum and Instruction will modify programming and adjust performance progress goals upwards as necessary to ensure the school is on track to meet its goals.

In addition, the school will collect, analyze and incorporate the results of its internally designed interim assessments into its monitoring of the effectiveness of its curriculum and instructional practices This constant review and integration will allow the school's leadership and faculty to make faster adjustments in step with manifesting student needs to ensure that the school's instruction and curriculum continue to operate appropriately to drive outstanding student achievement at the school

In addition, the Associate Director of Curriculum and Instruction (ADCI) collects, reviews, comments upon, and archives the lesson plans of each teacher such that the accumulated instructional practice of the school is housed in a central location and will be available to help evaluate and drive the school's educational programming into perpetuity. The ADCI will use teacher lesson plans to have a common base from which to evaluate instruction and will retain feedback and observations in a standardized format and form, which will provide another set of data from which to make assessments of the quality of the school's curriculum and instruction.

Reporting

Akili Academy will issue a detailed report on its performance against all SBESE evaluation standards and the provisions of its operating agreement with the Recovery School District every year of its operation, not just in years 1, 3 and 5 of its operation.

Also, the school's general Annual Report will encompass all of the performance measures as described above and in previous sections of this application to ensure that all stakeholders including parents, community leaders, private funders, LDE, and SBESE are informed on the effectiveness of the Akili Academy educational program and its mission to deliver an educational program which will prepare its students for success in college-preparatory high schools. The report will feature a mix of quantitative and qualitative data along with a cogent analysis of the school's performance to date. The analysis of the school's performance will encompass all of the performance targets articulated within this application

Akili Academy will develop a professional culture which embraces the ideas of accountability and is designed to support the communication of critical feedback to improve student achievement and prepare students for high school, college, and beyond

8a.An applicant may upload additional information to supplement the responses to Question 8. If the uploaded document is to serve as the response to Question 8, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 8 has been uploaded in Question 8.a."

STUDENTS WITH EXCEPTIONALITIES

Charter Schools are required to serve students with exceptionalities and any students with a special need including but not limited to physical, mental, emotional and social disability. Applicants should review state and federal laws regarding meeting the requirements of students with Individualized Education Plans (IEP). All schools must to comply with these requirements and thus responses to the questions below should not restate the law and compliance requirements. Your responses should articulate the school's philosophy regarding educating these populations, including but not limited to strategies for recruitment, retention, and support.

9. Describe how the proposed school will provide students with disabilities access to a free, appropriate education in the least restrictive environment.

a. Explain how the school will assess, review, revise and implement the IEP:

Akili Academy, as part of its mission to provide a college preparatory education to all students, will ensure special education students receive robust support within the school community for them to excel and meet high academic performance standards In accordance with all applicable state and federal laws and regulations, including Title II of the Americans With Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, Louisiana Board of Elementary and Secondary Education Bulletin 1706, and other relevant regulations/legislation, Akili Academy will offer students with disabilities the least restrictive learning environment possible within the guidelines of each student's Individualized Education Plan (IEP). Akili Academy will ensure a Free Appropriate Public Education (FAPE) for all students by providing and directing special education and related services that meet all State Board of Elementary and Secondary Education (SBESE) standards at the school's expense. Akili Academy will not discriminate against students who have or may have disabilities in student recruitment or enrollment practices, as it is our mission to provide a high school and college preparatory education to underserved and at-risk students in New Orleans

All of our students, including those identified as disabled under Louisiana State Law and Federal IDEA law (hereinafter IDEA students), will achieve the school's mission of being prepared to enter into college and professional careers because we have instituted a thorough support system into our overall school design and model to support the academic needs of all students.

Akili Academy will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes their academic potential and prepares all of them for success in the college of their choice and active citizenship. Our approach and design emulate high-performing urban schools serving similar students with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure.

The guiding philosophy at Akili Academy is to minimize the impact of a student's disability while maximizing his or her access to support services and the college-preparatory general curriculum. We embrace the approach of Dr. Thomas Hehir with respect to "Universal Design" and "Eliminating Ableism in Education." Dr. Hehir is director of the School Leadership Program at the Harvard Graduate School of Education and a former special education teacher and administrator and director of the Office of Special Education Programs (OSEP) at the Department of Education. Akili Academy believes that students with disabilities fall along a wide continuum of difference in learners, but they are not a discrete category when it comes to instructional methodology. This means that adjustments will occur for all students, not just those with disabilities.

The school's Student Supports Coordinator (SSC) will be the administrator charged with coordinating and monitoring the school's special education programming and performance. Specifically the SSC will:

• Participate in the engagement of qualified and where appropriate, licensed personnel to compose the school's multidisciplinary teams which will conduct special education assessments and evaluations.
• Ensure that all services are provided in direct accordance with each student's IEP in as efficient and effective manner possible. This extends to ensuring that any subsequent reevaluations are performed and that all required special education and related services are being provided and that all IEPs are appropriate.
• Train and support instructional staff on issues relevant to special education
• Ensure that all special education reporting requirements are met
• Retain, monitor, and secure all relevant data in a confidential manner in strict compliance with prevailing federal and state laws.

Though the school's preference is always to limit the impact of disability on a student's academic experience at

Akili Academy while maximizing their educational opportunities in the mainstream program, the school is committed to hiring, as needed, any providers of speech language, occupational, physical, or other therapy who can work with students to ensure their success at the school.

Assessment/Identification

Upon student enrollment at Akili Academy after the conclusion of the school's random lottery, the school will conduct intake activities, which may or may not include home visits, with families. During these intake activities, one of the issues that will be discussed is whether or not the enrolling student has an existing IEP. Though we do not anticipate receiving very many children with a SPED classification at such early grades of their schooling, we do want to be sure that we have identified any and all incoming students with an IEP. This practice also applies to students who enroll in the school after the random lottery or in grades beyond kindergarten and first grade.

In order to identify students with exceptionalities who do not have an existing IEP, the SSC and others, as appropriate, will train all teachers and administrators to carefully monitor individual student performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of student-level performance data. The SSC will hold a formal training for all staff at the beginning of each school year to review specific tips and guidelines for the determination of student eligibility for special educational services, as outlined in Chapter 3 of the SBESE Bulletin 1508· Pupil Appraisal Handbook The SSC will also have ongoing informal professional contact and communication with Akili Academy teachers and administrators to provide ongoing counsel and advice regarding the proper identification of all potential student exceptionalities Cross communication among all staff members will be critical to efficient and accurate identification of students with exceptionalities. For example, our weekly team level and whole school teacher meetings every Wednesday will allow teachers and administrators, with guidance from the SSC, to monitor, discuss, and remain updated on the academic and social progress of each student. If it becomes clear that a student is not meeting the appropriate expectations of academic or social progress, we will interpret this as an important indicator of a potential larger issue and move to address the potential issue as quickly as possible.

Screening

Students who are referred for evaluation or re-evaluation will be screened by a certified diagnostician, either via the in-house SSC or a contracted licensed provider The evaluation will include:

1. A review of the results of sensory screening and of the student's educational and health history.

2. A review of the student's academic and social performance, language and communication skills, performance on applicable statewide and district-wide assessment tests, and classroom performance on daily, weekly, and interim assessments.

3. A meeting with the student's teachers and parents or legal guardians concerning the student's specific academic or behavioral problem or exceptionality

4. For students not meeting expectations outlined in SBESE Bulletin 1508 §107: A.4, the SSC will coordinate the implementation and review of at least one comprehensive and documented regular education intervention appropriate to the student's age and learning/behavioral problems. Individual interventions may consist of, but are not limited to, techniques such as those listed below.

- Restructuring the classroom/school environment
- Modification of the student's instructional program
- Peer tutoring

- Behavior management plans specific to the behavior of concern
- Combined home/school behavior change program
- Individual or group counseling/therapy
- Remedial/compensatory education

5. Sensory, health, speech and language, motor, and/or other assistive technology screenings, if warranted from teacher/parent concerns and conditions, are met in accordance with guidance provided by SBESE Bulletin 1508—Pupil Appraisal Handbook.

Following the initial screening activities, the Student Support Coordinator will establish and coordinate a School Building Level Committee (SBLC), consisting of the student's parents or legal guardians, Akili Academy staff, and outside experts/specialists as necessary.

Review and Referral

The SBLC will collectively review and analyze all screening data, including intervention results, to determine the most beneficial option for the student The SBLC's options include, but are not limited to one of the following actions·

1 Conduct no further action at this time
2. Conduct additional interventions.
3. Refer the student to an evaluation to determine Section 504 eligibility
4. Refer the student to pupil appraisal personnel for support services.
5. Refer the student to pupil appraisal personnel for an individual evaluation

The SSC will provide a summary report to the child's parents on the status of the referral intervention at least once every quarter until a decision has been reached. If the parent(s) disagrees with the SBLC decision, the parent(s) will be provided a copy of his or her rights, which include a right to a due process hearing.

The SBLC may choose to refer the student to the SSC or other qualified examiners for an individual evaluation that determines a student's eligibility for special education services.

This referral will include detailed documentation of all screening activities. An immediate referral may be made for an individual evaluation of any student suspected of a severe or low-incidence impairment; or based on documentation by Akili Academy personnel, of any student suspected of being likely to injure him/her self or others Screening activities will be completed as part of the evaluation for these students.

Akili Academy recognizes that participation by parents is crucial and necessary in all meetings in which decisions are being made regarding their child's well being. Parents will be provided the opportunity to participate, at a minimum, in.

1. The SBLC meeting in which a decision will be made whether to refer the student to pupil appraisal personnel for an individual evaluation.
2. The evaluation team meeting to consider the results of the data and determine eligibility.
3. The re-evaluation meeting of the IEP team to determine the continued need for special education and related services.

For an individual evaluation or re-evaluation, the SSC will obtain informed parental consent in writing Parents will also be given a printed copy of their rights at the time of the request for parental consent. If the parent denies or fails to give informed consent for the individual evaluation, Akili Academy will follow the procedural

safeguards described in Chapter 5 of SBESE Bulletin 1706 to respond appropriately. A meeting may be conducted without a parent in attendance when Akili Academy staff is unable to convince the parents that they should attend. In this case, the SSC will maintain detailed records of staff attempts to arrange a mutually agreed on time and place

Upon referral from the SBLC, a request from a parent for evaluation, or a re-evaluation of a student entering Akili Academy with an existing IEP, the SSC or an external qualified examiner will conduct an individual evaluation. For an initial evaluation or re-evaluation, the DSS will obtain informed parental consent according to SBESE Bulletin 1706 §505. An individual re-evaluation of all students with IEPs will be conducted at least once every three years, whenever the student is enrolled in special education or when additional qualifying events occur as outlined in SBESE Bulletin 1508 – Pupil Appraisal Handbook. The Akili Academy Student Support Coordinator will serve as the evaluation coordinator, unless a qualified examiner from an external provider is determined to be a better fit for a particular student's needs

The final determination of whether or not a student is an exceptional student, and the nature and extent of needed special educational services will be based on a comprehensive assessment, integrating information drawn from various sources, including classroom observations, test results, screening results, interviews, and parent input.

The evaluation for eligible students will assist in determining the content of the child/student's Individualized Education Program (IEP), outlining information related to providing additional support and intervention to ensure all Akili Academy students achieve at high levels and are prepared for success in high school and ultimately, college.

The objectives of an individual evaluation at Akili Academy are:

• to determine the present levels of performance, including performance in the general educational program as measured by classroom assessments, personal observations and interviews, and standardized test results
• to determine whether the student has an impairment or condition, including a physical, social, mental or emotional disability, which would result in the student being classified as exceptional, and the nature and extent of such impairment or condition
• to determine the effect of the impairment or condition on the educational performance of the student in the general curriculum and activities of Akili Academy
• to determine the need for special education and related services, including educational strengths and support needs of the student
• to recommend types of instruction, accommodations, additions, modifications, and related services to meet the assessed needs of the student that will enable him or her to participate, to the greatest extent possible, and in the general curriculum and activities of Akili Academy.

The evaluation coordinator will follow the procedures, within the timeframes specified, outlined in the SBESE Bulletin 1508 – Pupil Appraisal Handbook §115 E-G to conduct the individual evaluation of the student suspected of having an exceptionality. The evaluation coordinator will maintain detailed documentation concerning screening, referral and evaluation data in individual student files. A written evaluation report that addresses the presence or absence of student symptoms or conditions will be created and shared with the parents and the School Building Level Committee during an evaluation meeting. The report will include the type and severity of the impairment and the functional implications of said impairment on the educational process. The report will provide the SBLC with sufficient information to determine whether or not the student has a disability and is in need of special education services. The evaluation coordinator will make recommendations for modifications and implementation strategies to ensure the academic and behavioral success of each student. At the conclusion of the evaluation meeting where eligibility is determined, if the parents disagree with the consensus of the team, they will be afforded the right to challenge the evaluation report in accordance with prevailing procedural guidelines and

safeguards. Parents will be given a copy of the evaluation report, the documentation of eligibility, and their procedural safeguards, including the right to an Independent Educational Evaluation—an evaluation conducted by a qualified examiner not employed by Akili Academy.

Should a parent request an Independent Educational Evaluation (IEE) of their child, the Student Support Coordinator (SSC) will provide to the parent information about where such an evaluation can be obtained and the criteria by which it must be conducted.

If a parent requests an IEE, Akili Academy will do one of the following:

1   Pay for the IEE, according to pre-defined maximum allowable charges that allow parents to choose among qualified professionals in the area and eliminate unreasonably excessive fees. Parents will have the opportunity to demonstrate unique circumstances to justify an IEE that falls outside the school's criteria.

                    OR

2.   Initiate a due process hearing to show that Akili Academy's evaluation is appropriate. If the school prevails in the hearing, the parent still has the right to an IEE, but not at the school's expense. [La. R.S. 17:1945 §300.503(b)]

3   If the parent obtains an IEE at private expense, the results may be presented as   evidence at a hearing regarding the student.

4   If a hearing officer requests an IEE as part of a hearing, Akili Academy will either pay for the full cost of the IEE or ensure that the evaluation is otherwise provided at no cost to the parent.

Akili Academy may take the opportunity to initiate and conduct a hearing to show that its evaluation is appropriate with appropriate state authorities.

Prior to the three-year anniversary date of an active special education student's Full and Individual Evaluation (FIE), a three-year re evaluation will be completed. The Student Support Coordinator will track and monitor these requirements to ensure compliance with state statutes and regulations, and will conduct the re-evaluation according to the policies and procedures described in SBESE Bulletin 1508 – Pupil Appraisal Handbook §115: F.

If, upon evaluation, it is determined that the student is not eligible for services for special needs, the parents or legal guardians shall be informed in writing of the evaluation within ten school days. If the decision is that the student is disabled or gifted and talented and eligible for special education, Akili Academy will initiate and conduct a meeting to develop a new Individual Education Plan / Individual Family Service Plan (IEP/IFSP) or review/revise an existing IEP, as appropriate to the individual situation.

IEP Review, Revision, and Implementation

All Akili Academy students with disabilities who qualify under IDEA will have an individualized education program (IEP) consistent with state and federal law, managed and coordinated by the Student Support Coordinator. Each student's IEP will be developed on the basis of the evaluation and parent input and will include an overview of the students instructional needs, a consideration of special factors related to the implementation of the IEP, accountability provisions to ensure the student is progressing appropriately according to the guidelines of the IEP, and a detailed listing of the specific special educational services, modifications, and accommodations the school will provide the student.

The Student Support Coordinator will manage the entire IEP process, and coordinate an IEP team for every student

that will develop, review and revise the IEP on an ongoing basis. The IEP team will include the student's parent(s), at least one regular education teacher of the student, at least one special education teacher of the student, and other individuals who have knowledge or special expertise regarding the student.

IEPs will be reviewed and revised by an IEP team meeting at least annually, and more frequently as the student's needs dictate. The Student Support Coordinator (SSC) and the IEP team will review the student's IEP periodically to determine whether progress is being made toward achieving the annual goals for the student. The SSC will also report on special education student progress in meetings with the Associate Director of Curriculum and Instruction and weekly teacher team meetings to ensure proper oversight and broad involvement of Akili Academy staff in the support of students with exceptionalities. The SSC will ensure the team revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals, based on predetermined benchmark assessment tools customized for the student's individual annual goals Akili Academy will conduct IEP/Placement reviews on an as-needed basis throughout the school year, but no less than once per year, and will respond to any parent requests for an IEP meeting within ten days We believe the IEP review and revision process should be incorporated into the overall performance management system of the school and we will ensure data-driven internal reporting of the progress of students with exceptionalities at every opportunity.

Akili Academy will ensure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to meet the students' individual education plan and overall educational needs. In keeping with our mission to prepare every student for college, we will do everything within our means to provide additional support necessary to provide our special education students with a college preparatory education, as much as their disability will allow. The provision of special education services and program modifications for students with IEPs will be implemented according to the following guidelines

1   The Student Support Coordinator (SSC) will work with regular education teachers to develop modified lesson plans, as necessary, that reflect the short term objectives as stated on the IEP. These college preparatory objectives will be challenging, rigorous and achievable with appropriate supports - grades will evolve from the objectives with supporting documentation of how the grade was determined.

2.   Numerical grades will be recorded for each subject area in a grade book The Akili Academy passing grade of 70% will be maintained for special education students in the 4th grade and beyond.

3.   If a student with an IEP fails to meet the expectations addressed in the IEP, the Student Support Coordinator (SSC) may review the IEP for appropriateness of objectives, instructional levels, materials, and methods, and recommend revisions to the IEP team.

4.   In the event the student refuses to complete assignments and/or attend school despite repeated attempts to support the student and modify the instructional program, the student may be given a grade below 70% by the teacher, assuming that adequate and multiple parental notices and opportunities for intervention have been provided prior to issuing the final grade.

5.   An IEP team will meet if the student is not attending school or receiving failing grades to discuss the appropriateness of the IEP, need for additional testing, and recommendations for, if any, modifications of pacing, intervention methods, and materials needed.

6   When the IEP team has recommended modifications, the Student Support Coordinator (SSC) is responsible for informing the general education teacher of the recommended modifications; providing information concerning the student's achievement levels, learning style, and behavioral needs; offering assistance to the regular education teacher on a scheduled basis; and documenting all contacts with the student, general education teacher, and parents.

7.   On occasion, the IEP team will recommend that a specific subject be taught in a combination general education/special education instructional arrangement. The division of instructional strategies and grading process and criteria will be described in detail in the IEP.

8.   Parents of special education students will be informed of progress toward goals and objectives at least as often as parents of non disabled students are informed of progress

9. Courses and the special education teachers will not be identified as "special education," nor will Akili Academy have isolated special education courses as we will follow an inclusion model to the greatest extent possible.

10. Removal of the student from general education classes will occur only when the nature and severity of the disability is such that education in general classes, including art, music, and PE with the use of supplementary aids and services, cannot be achieved satisfactorily to meet the IEP objectives. The decision to remove a student from general education classes will be based on a review of the student's information from school staff, parents, assessment data, grades/ achievement data, psychological data, medical data, related services data, or other pertinent information.

Ultimately, our guiding philosophy in provision and monitoring of special education services is to ensure that disability is never a reason for a student at Akili Academy to not succeed in our educational program and be fully prepared for success in high school and ultimately, college

b. Describe the school's plan to ensure parents of children with exceptionalities are informed of how their children are progressing on annual IEP goals and in the general curriculum:

Akili Academy believes that frequent and consistent parental communication regarding special education students is absolutely critical to ensuring that students progress as expected and that parents are able to support the work of the school to the greatest extent possible. During the school's various intake activities, staff will devote special attention to ensuring that parents are made well aware of the school's expectations around parental involvement and understand the school's philosophy of special education. Beyond that, the SSC will be responsible for making every effort to ensure that one or both of a special education student's parents is present at every IEP meeting of the child. This includes at least one week's notice before scheduling an IEP meeting. Should parents be unable or unwilling to attend an IEP meeting, the school will move forward with the meeting, but the SSC will be sure to retain written records of the school's attempts to set an IEP meeting with parents present at a mutually agreeable time and place.

Parents of students with exceptionalities will receive regular reports of student progress in the general education program and IEP objectives through the school's school-wide monitoring and reporting process, including quarterly parent-teacher conferences and report cards. In addition, the Student Support Coordinator will be responsible for making special phone calls home on a regular basis, no less than once per month, to update parent(s) on a special education student's academic and behavioral performance in the regular education performance, including updates of actual performance against benchmark goals set in the student's IEP, when applicable. Parental involvement is an integral part of Akili Academy's educational program for every child, and students with exceptionalities will receive priority attention from all staff to go above and beyond the school's standard expectations and policies for involvement of every child's parents or legal guardians.

c. Describe how the school will provide accommodations for students with disabilities who require extended school year services:

Akili Academy maintains an extended school year for all its students, providing approximately 190 days of academic instruction per year. Should extended school year programming (ESYP) for the provision of special education services beyond the Akili Academy school year be determined necessary by the IEP team, ESYP will be offered at no cost to parents when students are determined to be in need of such services for the provision of a Free and Appropriate Public Education, in accordance with the student's IEP Students with a current IEP that are classified as having a disability will be screened for ESYP eligibility once per year. Student eligibility for ESYP services will be determined by the IEP team according to one or more of the following criteria:

1. Regression-Recoupment criterion will be considered for any student expected to have a problem with recoupment of skills, demonstrated by a pattern of regression without timely recoupment in performance of

objectives following breaks in instruction.

2. Critical Point of Instruction (CPI) criterion will be considered for students for which there is reason to suspect that there will be a loss of general education time or increase in special education service time because of a lack of academic or social skill development. Criterion will also be considered for students for which there is reason to suspect that there will be a loss of significant progress made toward the acquisition and/or maintenance of a critical self help, community access, or social/behavioral skill

3 Self-Injurious behavior criterion will be considered for students who exhibit self injurious behavior that is persistent, regular, and continuous.

4. Transition criterion will be considered for students who have a transition services plan and who are expected to exit the local education agency at the end of the school year

5 Excessive absences criterion will be applied to students expected to have documented absences in excess of 25 days without the provision of hospital/homebound services because of a diagnosed health condition and as a result are expected to fail to make projected progress. This criterion will be considered during screening for students with 25 or more absences.

6. Late entry criterion should be applied to students who enter special education after January 1st (but prior to the ESYP screening date).

7. All applicable ESYP criterion/criteria will be checked and documented in the student's IEP.

The Student Support Coordinator (SSC) will coordinate the screening process for ESYP eligibility and will be responsible for all required documentation as outlined in the SBESE Bulletin 1872 – Extended School Year Program. The DSS will notify parents of the results of the ESYP screening process within five business days of the screening date. For students whose screening results support eligibility for ESYP programming, and ESY IEP meeting will be scheduled within fifteen days after the screening date and all standard SBESE procedures for IEPs and parental notification will be followed as described in section 9a. The IEP team will be responsible for designing the extended school year program for the student, in consideration of the student's educational needs according to the criterion/criteria by which that student qualified for ESYP. Throughout the IEP process, the team will conduct an individualized decision-making process based on the student's specific needs identified throughout the regular school year data collection and screening. The number of additional sessions per week and the duration of the extended school year will be weighed against the IEP goals and objectives for each student. Akili Academy' s extended school day for all students provides many opportunities for staff implementation of additional teaching and learning time for ESYP students. To the maximum extent possible, ESYP summer services will be offered at the regular school site or an alternative site that provides the student with the greatest integration with non-disabled students.

10. Explain how the proposed school will serve students with Limited English Proficiency (LEP). Provide details regarding how the school will:

   a. Identify LEP students:

Though we cannot with any certainty predict that we will serve a large population of Limited English Proficient (LEP) students at Akili Academy, we have fully contemplated our philosophy around the education of such students and will be fully prepared with screening tools and programming to meet their needs. It is our general philosophy that a school best serves English Language Learners by assisting them in gaining full English proficiency as quickly as possible in a structured, non-threatening, immersive environment We believe that such an approach most directly facilitates the early academic success of students.

   b. Ensure students are not tracked inappropriately, and

In compliance with the Office for Civil Rights (OCR) in the U S Department of Education, upon enrollment at Akili Academy, parents will fill out a language questionnaire (written in languages most likely spoken by the parent). If a parent affirms that the child learned to first speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the

child will be classified as having a primary home language other than English, or PHLOTE. Whereas such information is helpful, inquiring exclusively about home languages can be misleading. For instance, the child may have spent only his or her infancy in a foreign country, foreign-born grandparents may be living in the home, or perhaps members of the family are learning a foreign language together. Such situations may not have a negative impact on a child's ability to speak English and should not lead to a child being automatically placed in a program for ELL children. If the home language questionnaire indicates that the child may speak a language other than English at home, the school will administer the Language Assessment System (LAS) test. If the student fails to achieve a satisfactory score on the LAS, they will be classified as a LEP student.Once LEP students are identified, the Student Support Coordinator will meet with teachers of LEP students and review the results of the Language Assessment System (LAS) test. The Student Support Coordinator will be responsible for backwards mapping the Proficiency Level Expectations (PLEs) outlined in the Louisiana English Language Development Standards (ELDS), which identify what LEP students should learn at five levels of English language proficiency in the domains of language, listening, speaking, reading, and writing. Each LEP student will have an individualized annual plan of sequenced benchmark goals based on the student's entering level of proficiency and a rigorous plan for growth in proficiency during the school year. Once the measurable benchmark goals are identified, the SSC will work with the general education teachers as well as external tutoring resources as needed to plan additional instructional supports to ensure LEP students reach their goals for English proficiency. We will utilize the LAS Benchmark Assessments at least once every quarter, modified as necessary to ensure alignment to PLEs, in order to monitor the progress of our LEP students in achieving their interim proficiency goals throughout the year.

In addition, LEP students will participate in the state's English Language Development Assessment (ELDA), LEAP, iLEAP, and/or GEE administrations in the Spring of each school year to monitor and report the effectiveness of our LEP program and supports.

Exit Criteria

Once an LEP student demonstrates mastery of the English language, as defined by passing both the oral and written portions of the Language Assessment System, the student will no longer be considered Limited English Proficient. In addition, the student must reach a proficiency level of 5 on the English Language Development Assessment (ELDA). Once these criteria have been met, the student will no longer be considered LEP, but will be monitored by his/her teachers for the following two years. This process of monitoring will include assessment of the student's written and oral contributions to class, as well as performance on internal and state standardized assessments. Should it appear that the student is struggling due to a lack of language mastery, a meeting will be called to include parents, teachers and the student (if appropriate) to re-visit the status of LEP designation.

c. Implement strategies to ensure academic success for students:

All LEP students will learn with all other students in the classroom for instructional time. Our teacher-centered direct-instruction program is geared to all literacy learners, especially LEP students. In addition, LEP students will have tutoring time in small like-skilled groups, homework tutors, and adequate homework time. LEP students will utilize the Waterford Early Reading Program which targets kindergarten through 3rd grade students in three levels (emergent, beginning and fluent) with individually paced daily instruction. LEP students who require supplemental instruction in English to fortify their core English language skills will receive sheltered instruction and tutoring as appropriate.

11. Articulate a plan for providing support and ensuring success for homeless students enrolled in the school. The plan should include steps that will be taken to ensure immediate enrollment, access to all activities, and additional support:

Akili Academy follows a strict open admissions policy, and has built its educational program for a target student population that is expected to be nearly 100% "at-risk." No student will be denied admission to the school based

on the lack of forms or documents that may result from homelessness. The school will be able to identify if students are homeless, or at risk of homelessness, through the initial intake activities preceding the start of the school year. These activities with the student and his or her guardians are a pre-requisite to enrollment at Akili Academy. If, during this process, the student is determined to be homeless, or without guardians, the school will work in coordination with appropriate local entities and agencies to determine resources available, including shelter, food, and guardianship

Once enrolled, students who are homeless or become homeless over the year will be eligible to receive all services as outlined in No Child Left Behind. Through our commitment to continuous and multi-modal communication with parents, families, and students Akili Academy staff will be able to identify if students become homeless after their initial enrollment at the school. In addition, the student will be intensively monitored by the Student Support Coordinator, who will act as a liaison and will be responsible for monitoring homeless students' academic performance, as well as ensuring that homeless students have equal opportunity to achieve academic success, receive appropriate referrals to other appropriate health and social services, and parents or guardians of homeless students are kept informed of their child's progress through in-person visits if necessary Akili Academy will seek partnerships and referral relationships with state and non-profit social service agencies in the community to ensure adequate resources for supporting homeless children in receiving a college preparatory education that creates upwardly mobile socioeconomic opportunities for their future as adults.

12. Explain how the school will identify and meet the needs of gifted/talented and academically advanced students:

Akili Academy is committed to providing a free appropriate public education to all its students, including those that are identified as gifted/talented (G/T) The Student Support Coordinator will be responsible for ensuring all identification, screening, parental involvement, and procedural safeguard requirements are followed in accordance with the SBESE Pupil Appraisal Handbook Incoming students with an IEP identifying them as G/T will receive a re-evaluation in accordance with the procedures outlined in question 8 with regard to special education services. For non-identified students suspected of being G/T, the School Building Level Committee (SBLC) will be convened by the Student Support Coordinator to consider eligibility for G/T designation. The committee will draw upon information from a variety of sources, including state standardized and internal interim assessments, parent input, teacher recommendations, and social or cultural background. If a student is determined to be G/T, a new IEP will be developed by the Student Support Coordinator The Student Support Coordinator will coordinate the development and delivery of differentiated curricula to meet the needs of G/T students.

Beyond differentiation, Akili Academy's comprehensive assessment system allows teachers to quickly identify students that are progressing with material at a significantly faster rate than their peers. Teachers can use this data and Akili Academy's extended school day and enrichment period to engage advanced students in intellectually challenging and stimulating activities such as Odyssey of the Mind and MathCounts. As Akili Academy students move into the eighth grade, the school will explore partnerships with local high schools to have its most advanced students take one or more core academic classes there. This exposure to high school life and academics should do much to challenge and engage the school's most proficient learners. The school will also explore extended partnerships and collaborations with other local charter schools to both share best practice around G/T education and also to create new opportunities for G/T students to have their educational needs met through the various opportunities presented by working with students from other schools.

STUDENT EVALUATION

13. All charter schools are required to administer state-standardized assessments (LEAP, iLEAP, etc.) In addition to these state-mandated tests indicate any additional assessments the proposed charter school will administer.

a. Explain how chosen assessments will be used to support the selected curriculum:

The response to this question is uploaded in question 13f.

b. Explain how data will be used to improve instruction:

The response to this question is uploaded in question 13f.

c. Explain how the school will provide accommodations and modifications for students with exceptionalities:

The response to this question is uploaded in question 13f.

d. Plan for evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress:

The response to this question is uploaded in question 13f.

e. Indicate the person(s), position(s) and/or entities that will be responsible and involved in the collection and analysis of assessment data:

The response to this question is uploaded in question 13f

f. An applicant may upload additional information to supplement the responses to Question 13.a, 13.b, 13.c, 13.d and/or 13.e. If the uploaded document is to serve as the response to any of the listed questions, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 13.d has been uploaded in Question 13.f." If you choose to upload a response for more than one of the questions, please remember that only one document can be uploaded in Question 13.f, so in that case, the responsive documents must be combined.
Please see upload document below

1. *All charter schools are required to administer state-standardized assessments (LEAP, iLEAP, etc.) In addition to these state-mandated tests indicate any additional assessments the proposed charter school will administer.*

   a. *Explain how chosen assessments will be used to support the selected curriculum.*

The following assessments will be used to support Akili Academy's curriculum and measure the degree to which students are meeting or exceeding these goals:

- **LEAP/iLEAP** – Akili Academy will be part of the Louisiana School Accountability System, which will require us to show continuous improvement in student achievement, and attendance rates. Key to this participation will be the school's yearly administration (as grade level appropriate) of the LEAP and iLEAP state assessment system designed to measure student performance against specific criteria in core content areas according to Louisiana state standards The LEAP will be administered in grades 3, 5, 6, and 7. The iLEAP will be administered in grades 4 and 8
- **National Norm-Referenced Test** – national test (most likely Stanford 10) designed to measure student academic performance against other students within the state and across the country. Nationally norm-referenced test will be administered in the Fall upon enrollment and in the Spring of each year thereafter.
- **Dynamic Indicators of Basic Early Literacy (DIBELS)** - individually administered measures designed to evaluate and monitor early literacy development. DIBELS will be administered at least once per quarter to students in grades K-2.
- **Peabody Picture Vocabulary Test (PPVT)** - individually administered nationally norm-referenced test designed to measure a student's verbal ability and their receptive vocabulary attainment in the English language. PPVT will be administered at least once per quarter to students in grades K-2.
- **Interim Assessments (IA)** – Once students enter the third grade, the school will implement an internal standards-based system of interim assessments designed to measure student performance at specific points in the academic year as correlated with the scope and sequencing of the curriculum and in alignment with state and national standards in the core subjects. Interim assessments will be administered every six weeks.

   b. *Explain how data will be used to improve instruction.*

The results of each assessment will be reported and analyzed by the Executive Director, Associate Director of Curriculum and Instruction, and teachers The Wednesday weekly staff meeting immediately following the completion of the assessment period will be used to closely review student achievement results and determine the strategies necessary to accelerate the pace of student achievement, maintain the pace of student achievement or address areas of weakness in instruction or curriculum. The Associate Director of Curriculum and Instruction will generate reports that contain data specific to individual

students and their responses to individual questions. This degree of detail will allows us to see areas of content in which individual students, subsets of students or the entire class may be struggling. Such data analysis will provide the critical information needed to strengthen our educational plan and improve student performance.

All teachers and administrators will close these meetings with specific, measurable action items to be implemented immediately. Action items may include re-teaching certain standards within the core content areas, making modifications to homework assignments and class work, or changing instructional practices. The Associate Director of Curriculum Instruction will be responsible for ensuring that these action items are implemented effectively.

The Associate Director of Curriculum and Instruction (ADCI) will meet frequently, at least once a week, with each teacher/instructional team to review assessment results and construct a coherent plan for addressing any issues presented by assessment data. The ADCI will use a variety of statistical analysis tools to cut and refine the data into easily understood and usable points that teachers can quickly consume and act upon.

> c. *Explain how the school will provide accommodations and modifications for students with exceptionalities.*

Akili Academy will take appropriate steps to ensure that students with exceptionalities participate in any and all state assessment programs including but not limited to iLEAP and LEAP state assessments We will provide all accommodations needed to give all students with special needs the greatest chance at success on the assessment. In order to ensure that all special education students receive the accommodations as dictated by their IEPs, the Student Support Coordinator will be responsible for the following:

1. Provide students who, according to their IEPs, are eligible for Louisiana Alternate Assessment with the correct assessment and report to the Department of Education to ensure compliance with federal and state law;

2. Review student IEPs to ensure appropriate accommodations are arranged during testing week and are reported to the Department of Education to ensure compliance with federal and state law;

3. Provide the appropriate technology necessary for completion of the state/district assessment, including but not limited to, hearing or communication devices, or calculators if specified by IEP;

4. Organize appropriate space and adequately trained personnel to ensure that students that require small group testing will be placed in groups of no more that eight (8) students during test taking;

5. Organize appropriate space and adequately trained personnel to ensure that students that require tests to be read aloud take the assessment under conditions dictated by their IEP; and

6. Report to the Department of Education the appropriate demographic and testing information for special education students to ensure compliance with federal and state law.

While the Student Support Coordinator will follow the assessment modifications required by a student's IEP, we will seek to be conservative to ensure students with exceptionalities are challenged and receive the least restrictive environment during assessments, while still providing necessary supports to ensure all our students succeed and achieve at high levels.

    d. *Plan for evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress.*

The detailed chart below outlines the plan for assessment evaluation the school will use to determine whether students are making adequate progress through the school's educational program.

Assessment	When Given	Subject Area(s)	Purpose
	Spring, but only to students in grades 3-8	English Language Arts/Math/Science/Social Studies	State mandated criterion referenced tests which measure student mastery of LA standards and GLEs
	In the Fall of a student's first year and then every subsequent Spring	English Language Arts/Math/Science/Social Studies	Nationally-normed test useful for purposes of measuring longitudinal growth and presenting a broader frame of comparison (state/national) for student performance
	Once per quarter, grades K-2	Literacy	Individually administered reading assessment used to gauge a students core reading skill development
	Once per quarter, grades K-2	Verbal ability	Individually administered verbal skill and ability assessment used to gauge a student's core verbal language abilities and development
Interim Assessments	Every six weeks, beginning in grade 3	English Language Arts/Math/Science/Social Studies	Internally developed measures of student progress according to school standards. Forms basis of instructional intervention and promotion decisions.

	Daily or Once per Week	English Language Arts and Math	Pre-packaged assessments that correlate with materials in purchased curricula like Open Court or Waterford. Allows quick adjustments to be made and for signs of learning trouble to be identified quickly.

These assessments when used in concert as a coherent system will allow Akili Academy to monitor student performance at both the granular, day-to-day, level and also at the broader, longitudinal level all in an effort to serve the dual purposes of ensuring the school as a whole is meeting its goals for student performance and that individual students are experiencing the success they should as they move through our educational program.

> e. *Indicate the person(s), position(s) and/or entities that will be responsible and involved in the collection and analysis of assessment data.*

The Associate Director of Curriculum and Instruction will be responsible for the efficient and effective collection of student achievement data. As appropriate the Executive Director will assist the ADCI with collecting such data and making general conclusions about the meaning of such data. This will especially be the case when the school is collecting and reporting year end data related to the LEAP, iLEAP, or Stanford-10 exam. The concentration of responsibility for data collection, analysis and management with senior administration should not be interpreted to mean that teachers are divested of responsibility in the collection and effective management of student performance data. In fact, each member of the school's teaching staff will be trained to and expected to cull meaning out of student assessment data and be willing and able to leverage that meaning into critical adjustments to instructional practices as appropriate

To assist Akili Academy staff with their work to analyze and interpret student performance data, the school will implement a high-functionality student information system such as Power School. The use of a SIS will allow for faster data entry and also for stronger correlations to be made between student test data and various demographic and other factors which may or may not have a powerful impact on student achievement.

14. Provide the school's improvement plan for developing and implementing a corrective action plan, in the event student performance does not meet projected goals. Include in the response specific details regarding how the school will determine the need for corrective action and respond to the labels as assigned according to the State Accountability Program:

Akili Academy will follow all school improvement requirements as outlined by SBESE Bulletin 111 - The LA School, District, and State Accountability System. Akili Academy will enter Academic Assistance Level 1 (AA1) should any of the following occur·

- The school receives a 1 star performance label based on the current year's score release fails to meet the growth target; or
- The school receives a 2 star performance label and does not make at least 0.1 SPS points of growth based on the current year's score release; or
- The school receives a 3 star performance label and declines more than 2.5 SPS points based on the current year's score release

If Akili Academy enters academic assistance, we will solicit additional support and assistance from students, parents, teachers, administrators, Building Excellent Schools, and the school board to improve student achievement at the school. We will begin the remedies required at the level that the school is in (AA1 – AA6) as a result of the fall final accountability release. We will exit academic assistance when the fall accountability results indicate the school has achieved its growth target and its new growth target is less than or equal to 8.0 SPS points.

Based on student achievement data assessed by SBESE, Akili Academy may enter school improvement one of two ways:

- Akili Academy is labeled "Academically Unacceptable" (SPS below 60 0) and enters school improvement 2.
- The school fails the subgroup component in the same subject for two consecutive years and enters school improvement 2.

If Akili Academy enters school improvement, we will solicit additional support and assistance from students, parents, teachers, administrators, and the school board to improve student achievement at the school We will begin the remedies required at the level that the school is in upon initial identification of the school for that level of school improvement, either summer preliminary or fall final accountability release.

We will exit School Improvement when the fall accountability results indicate:

- The school is no longer "Academically Unacceptable", and has not failed the Subgroup Component for 2 consecutive years;
- The school is in school improvement for failure to pass the subgroup component, and it passes the subgroup component for two consecutive years and is not academically unacceptable;
- The school is in school improvement for failure to meet its required growth on the SPS component, and it meets its required growth for one year and is not academically unacceptable and has not failed the subgroup component in the same subject for two consecutive years.

All Louisiana schools were required to have school improvement plans (SIP) in place by May of 1998 Akili Academy will attempt to locate the SIP in place at our assigned facility and within 90 days of being placed in School Improvement we will review and revise or completely rewrite the SIP with the assistance of District Assistance Teams according to the guidelines established by the Louisiana Department of Education. We will receive input and public comment from students, parents, teachers, administrators, the board and the community before finalizing the SIP and submitting it to the Division of School Standards, Accountability, and Assistance.

If Akili Academy enters School Improvement 2, we will implement the following remedies (Akili Academy and the Recovery School District are all open enrollment schools of choice, thus parents have the "right to transfer" to other RSD-operated or RSD-chartered schools at any time)·

• If the school is in SI 2 for failing the subgroup component, parents will have the right to transfer their child to a higher performing public school as stated in Chapter 25 of SBESE Bulletin 111.
• If the school's initial identification for school improvement 2 occurs with the summer preliminary accountability release, the school shall offer choice prior to the first day of school of that school year.
• If a school's initial identification for school improvement 2 occurs with the fall final accountability release, the school shall offer choice in January of that school year.

If Akili Academy enters School Improvement 3, we will implement the following remedies.

• We will explore a partnership with the LDE to provide a distinguished educator for the school, as available Should we pursue this option, we will delineate in writing, with the approval of the Board of Directors, how the expertise and recommendations of the LDE will be utilized and implemented to facilitate school improvement in the assigned school. The LDE will work in an advisory capacity to help the school improve student performance. The LDE will make a public report to the Board of recommendations for school improvement. Akili Academy will publicly respond to these recommendations.
• If the school has failed the SPS component, or the subgroup component in the same subject that caused it to enter SI 2, we will offer supplemental educational services to our students as stated in Chapter 27 of SBESE Bulletin 111.
• With the assistance of the District Assistance Team, the school will revise its School.
• Improvement Plan to address the findings of the Scholastic Audit that will be conducted by an external team assigned by the LDE

If Akili Academy enters School Improvement 4, we will implement the following remedies

1. With board approval, we will select from the following corrective actions   list:
    a. replace school staff;
    b. implement new curriculum,
    c. decrease management authority,
    d. contract an outside expert,
    e extend the school year or school day;
    f. restructure.

2. With the assistance of the District Assistance Team, the school will   continue to implement its School Improvement Plan to address the   findings of the Scholastic Audit that will be conducted by an external team   assigned by the LDE.

If Akili Academy enters School Improvement 5, we will implement the following remedies:

1 If the school enters SI5 due to AUS status, we will implement the   reconstitution   plans approved by SBESE while the school was in SI 4
2 If the school enters SI 5 due to subgroup component failure, we will   develop alternate governance plans (assumes Title I status)

If Akili Academy enters School Improvement 6, we will implement the following remedies:

1. If the school enters SI 6 due to subgroup component failure, we will implement the alternate governance plans. If the school enters SI 6 due to AUS status, we will operate under alternate governance Alternate governance will be defined as·
   a. replace all or most of school staff (may include school leader);
   b. enter into a contract with an entity with demonstrated record of effectiveness to operate the public school;
   c. turn operation over to the state,
   d. any other major restructuring of a school's governance arrangements that makes fundamental reform.

14a. Upload additional information to supplement the response to Question 14. If the uploaded document is to serve as the response to Question 14, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 14 has been uploaded in Question 14.a."

15. Provide the school's policy and plan for reporting, at the end of each semester, student performance goals and attainment to parents, community, local school board, and BESE:

Akili Academy, as a public school, fully embraces the principles of accountability and transparency that form the critical foundation of a successful charter school. In this vein, the school is steadfastly committed to reporting regularly to parents, the community, BESE, and any other stakeholders at regular intervals to ensure those groups can closely monitor and support the success of the school as it pursues its stated performance goals Parents will also be kept close to the general school information flow through twice yearly parent conferences and the requirement that school report cards be picked up in person three times a year.

Upon enrollment and participation in Akili Academy intake activities, parents will be given documents and a short presentation on the school's accountability goals and targets as defined by SBESE evaluation standards articulated in the Framework for the Evaluation of Louisiana Charter Schools and our operating agreement with the RSD. The school will issue a detailed report outlining its performance against the standards and metrics of the Framework at least once yearly to parents and to SBESE directly

Beyond the formal performance report, Akili Academy will incorporate a discussion and analysis of the school's performance against its stated goals in its Annual Report which will be issued in November of every year of the school's operation beginning in year two In addition to the two formal reports, the school will also report relevant performance information prominently on its website, through email announcements, and through its bi-monthly newsletter which is presented to parents and other key stakeholders.

The school's Board of Directors will closely review and monitor the performance results presented by the school's administration Through its Academic Accountability Committee, the Board will be able to work closely with the Executive Director, and through him the staff and ensure that the school remains firmly on track towards meeting its important performance goals.

16. Provide the school's policy for promotion and graduation. If the school is serving 12th grade, please include details regarding high school graduation requirements:

Promotion decisions at Akili Academy are driven by determinations of educational attainment and mastery and do not concern questions of social promotion, negative emotional impact, expended effort or any other matter outside of academic achievement and demonstrated skill.

Because Akili Academy begins with students in the youngest grades, the school implements a promotion policy which takes into account the critical nature of literacy acquisition in the promotion of any student into higher grade levels. We believe that the elementary years of schooling between grades K and 2 are primarily devoted to ensuring that students successfully "learn to read" such that they can "read to learn" during the rest of their education. In grades K-2, a student will be promoted if and only if a student:

1. Demonstrates satisfactory literacy skill development as measured by the DIBELS
2. Demonstrates satisfactory mastery of key literacy skills as assessed by Waterford and Open Court Programs.
3. Demonstrates 70% proficiency on Saxon Math summative assessments.
4. Missed no more than 12 days in the school year.

If a student fails to meet one or more of the above criteria, he or she will be retained in their current grade for the subsequent school year.

Beginning in third grade, the school will begin to use its interim assessment system and course grading scheme to measure student achievement, mastery, and fitness for promotion. A student's grade in each subject in each term will be an average of their six-week assessment score and their class score, which incorporates homework, small quizzes, and class participation. Students must evidence an end-of-year course average of 70% in English Language Arts, math, science, and social studies and be absent for no more than 12 days to be promoted to the next grade level. Students who fall short of this 70% mark or attendance expectation will be retained in their current grade for the next school year.

The combination of interim assessments and class grades allows teachers and administration to track student progress at important intervals during the course of a school year. If a student begins to demonstrate signs of academic failure, the school can quickly intervene with further tutoring, parent conferences, and other measures which can quickly and effectively address the challenge the failing student is facing

PROFESSIONAL DEVELOPMENT
17. Describe the professional development standards and opportunities that will be offered to teachers and staff.

a. Indicate the lead person responsible for developing, implementing and evaluating professional development plan:

The ability to ensure that our students are capable of reaching the high academic expectations we set for them lies with our ability to deliver best practice instructional approaches with consistency within every classroom and the establishment of effective systems and structures that support teachers. Professional development therefore will be a critical method used to train teachers on instructional techniques, how to best use school wide systems and supports, and expectations surrounding their consistent use.

We believe in hiring the best teachers and we believe that their continuing growth and development is of critical importance to the success of Akili Academy. As an organization we intend to meet their needs for professional growth, development, and reflection fully and completely. Our class schedule is organized to provide an abbreviated day of instruction on Wednesday so that teachers and administrators can meet to discuss individual instructor and team needs as well as the performance successes and challenges of our students. The Wednesday following each interim assessment period will be used specifically to analyze individual teacher, class, and student results. We will use the data to review and reinforce the approaches that are working and devise new strategies for those that are not. We will also be able to identify the unique strengths of teachers and use this knowledge to create opportunities for those instructors to serve as mentors to teachers who need to increase their ability to perform that skill. Teachers will also be afforded opportunities to visit top performing schools that have demonstrated strength in a certain area to learn their approach and implement it within our school. Every year all teachers will participate in three weeks of orientation and staff development that will occur prior to the beginning of the school year.

In total, and including three weeks of summer orientation, all Wednesday professional development activities, and additional dedicated days within the school calendar, Akili Academy teachers and staff will have over 20 full days and 36 half days of professional development annually It is our firm belief that the most constructive and salient professional development opportunities are internally created and driven. Therefore, the Associate Director of Curriculum and Instruction, in consultation with the Executive Director, will develop, implement and with feedback from teaching staff, evaluate the professional development plans for the school We expect to secure representatives of the curricular programs used in the earliest grades to also provide professional development training during the summer weeks before school begins. When appropriate, the school will seek outside consultation from groups such as Building Excellent Schools or New Schools for New Orleans to ensure that teachers are receiving the very best opportunities for professional development in service of preparing each of our students for success in high school and ultimately college.

b. Provide a schedule for ongoing professional development and planning that will take place prior to school opening. Include teacher's typical weekly schedule and opportunities for teacher collaboration:

Akili Academy's planned schedule for professional development operates as follows:

- Annually. All teachers will participate in three weeks of teacher orientation. This will occur during the first three weeks in August, immediately proceeding student orientation.
- Weekly. Every Wednesday students will be dismissed at 1:35 p.m. Following student dismissal, teachers will attend all staff meetings and grade level and/or content area grade meetings. Teachers will receive a minimum of 120 minutes of professional development during these sessions that will strengthen teacher effectiveness.
- Frequently. Each Wednesday following interim assessments will be dedicated exclusively to the analysis of student assessment results and the development of strategies and approaches to address students who are performing below proficiency.
- Regularly. The day following each major break and some holidays will be also be used for professional development activities. Teachers will attend internally developed professional development sessions as well as individual sessions that correspond to a specific grade level issue or content area.

c. Describe how the proposed professional development will include and support both general and special education teachers:

First and foremost, the proposed professional development program is intended to enhance the instructional practices and professional competencies of the entire school staff, so the Student Support Coordinator and any other special education staff will be required to attend any school professional development sessions and activities before, during, and after the start of the school year We believe that this process of critical review, reflection on best practices, and integration of outside information experts, when appropriate, will ensure every teacher regardless of their subject or population focus teaches effectively and contributes to the academic preparation of all students

Because special education matters do involve several highly specialized and unique facets that the entire staff, including general education teachers, must be aware of, Akili Academy's Student Support Coordinator will lead professional development and training sessions at strategic intervals throughout the school year. The school is also committed to ensuring that the Student Support Coordinator attends relevant conferences and training to enhance his or her ability to effectively deliver special education services and monitor the extent to which special education students are being effectively served in the mainstream general educational program.

d. Explain how the PD program is aligned with the school's pedagogy and curriculum:

The high performing charter schools upon which Akili Academy is based each have a very strong commitment to professional development for their teachers For them, and for Akili Academy, strong professional development

forms the final component of a method, implementation, and review continuous process. To frame this concept in a specific example, the Common Blackboard configuration instructional method will be:

1 explicitly taught to teachers and mastered during initial training (method),
2 they will then implement the method through their daily instructional practice (implementation) and;
3. the staff as a whole through professional development reflection and review sessions coupled with an incisive analysis of performance data will illuminate the value of the method, expose areas in which the implementation thereof can be improved, and if necessary, suggest important ways in which the method can be enhanced to improve its effectiveness (review).

Every element of the school's instructional program will be subject to this vital method, implementation, review process, thereby binding the professional development activities of the school tightly to the school's pedagogy and curriculum. Because of this linkage, we believe that our instructional programming and methods will be vital, dynamic, and always responsive to student needs

e. Articulate how the professional development program will be evaluated to assess its effectiveness and success:

Akili Academy will evaluate the success of its professional development program in these ways:

• School-wide academic performance. The aim of any effective professional development program is to ensure the strong academic achievement of the school's students Accordingly, the Executive Director and Associate Director of Curriculum and Instruction will review student achievement assessment results and through a lens intended to understand the impact and effectiveness of various professional development sessions and methods, will correlate specific trainings and activities to their demonstrated impact, positive or negative, on student achievement.

• Classroom observations. The Associate Director of Curriculum and Instruction, as part of their normal responsibility to visit and evaluate classrooms daily will measure the impact of directed professional development programs and sessions, on the specific areas of instruction and practice they were intended to address. The ADCI will attempt to lend a quantitative component to this evaluation whenever possible, though we believe that qualitative evaluations of actual classroom impact of professional development are legitimate and worthy of attention as well.

• Teacher feedback The Associate Director of Curriculum and Instruction will distribute surveys at the conclusion of each professional development session which solicit teacher feedback and thoughts about the value of the professional development according to the needs they have identified for themselves as practicing educators. The surveys will be constructed such that statistical analyses can be performed that will reveal important correlations that the ADCI can leverage to ensure that professional development activities are as consistent with teacher needs and are as likely as possible to positively impact student achievement.

f. An applicant may upload additional information to supplement the responses to Question 17.a, 17.b, 17.c, 17.d, and/or 17.e. If the uploaded document is to serve as the response to any of the listed questions, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 17.b has been uploaded in Question 17.f." If you choose to upload a response for more than one of the questions, please remember that only one document can be uploaded in Question 17.f, so in that case, the responsive documents must be combined.

STUDENT RECRUITMENT, ENROLLMENT AND ADMISSIONS

Louisiana state charter schools (Type 2, 4, & 5) are required to accept applications from all students who meet the eligibility requirements as provided by law.

18. Provide the school's Enrollment Policy. The Enrollment Policy should include the following:
   a. Admission requirements, if any

Akili Academy, as a Type 5 charter school pursuant to La R.S. 17:10.7 and operating within the Recovery School District, is a public school and is open to all students eligible for enrollment in a public school in Orleans Parish. Akili Academy will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor will Akili Academy set admissions criteria that are intended to discriminate or that have the effect of discriminating on any of these bases.

   b. Tentative Dates for application period (minimum one month; maximum three months):

The tentative dates for the application period for enrollment in Akili Academy in the 2008-2009 school year are opening, February 18, 2008 and closing March 21, 2008, pending LDE approval of the school's enrollment policies and procedures.

   c. Enrollment deadlines, lottery date(s) and procedures, waitlist and re-enrollment procedures:

Akili Academy will enroll 60 students in Kindergarten and 60 students in first grade for a total of 120 students for its first school year, beginning August 18, 2008. To be eligible for enrollment in Akili Academy, a student/parent/family must:

- Submit a complete Akili Academy enrollment application
- Be at least five years old by August 18, 2008 and be entering kindergarten or first grade.
- Be a resident of Orleans Parish or a pre-Katrina resident of Orleans Parish who intends to return to Orleans Parish before August 18, 2008
- Proof of residency will include a Driver's license, state/Federal ID and/or a utility bill

Any family who submits an enrollment application during the open application period will be eligible for and entered into the enrollment lottery which is tentatively scheduled for April 15, 2008. The lottery will be held with ample public notice and be open and free for the public to attend. The lottery will be officiated by a disinterested third party.

Should Akili Academy receive more enrollment applications for any grade which exceeds the number of available seats, the school will assign the seats in a random lottery. During the admissions lottery, the names of students who have applied during the open application period will be drawn and slotted in order of their selection. For the first year of the school's operation, since there will be 60 seats available in both Kindergarten and first grade, the first 60 names drawn for each grade will be granted seats in the school and the names drawn from 61 on will be slotted in order of selection on the waiting list for seats at the school.

Akili Academy will grant enrollment preference to previously enrolled students and to siblings of currently enrolled students. Slots awarded due to preference are distributed prior to the lottery.

Once awarded a seat in Akili Academy via the lottery, parents will be notified of their slot in the school no later than three days after the lottery. Parents will then have two weeks to confirm or disconfirm their intention for their student to attend the school. Any parent who does not respond within two weeks of admittance will relinquish their child's seat in the school. Once seats at the school are freed from initial lottery recipients, the school will contact and offer available seats to children on the school's waiting list according to the order of the waiting list. Families on the waiting list of the school will have one week to confirm their acceptance of their newly awarded seat.

In the event that after the open application period the school has fewer applications than seats available in any grade, it will admit all families who submitted an application in the open application period and begin to enroll interested students/families on a first come/first serve basis.

Once the school year begins on August 18, 2008, the school will hold the seats of any registered students who do not matriculate on the first day of school for two weeks before awarding those slots to students on the school's waiting list

d. A marketing and recruitment timeline and plan:

The response to question 18d is uploaded in question 18e.

e. Sample enrollment forms and recruitment flyer (Upload)
Please see upload document below

Akılı Academy's marketing and recruitment timeline and plan are outlined below:

Task	Timeframe	Notes
1. Frame acquisition/core message	By chartering	Core message should emphasıze key elements of the school which will resonate with prospective parents. Likely poınts of emphasis will be small school size, proven educational program, uniforms, and overall school safety. The notion of parental choıce and the benefits therein will also be emphasızed.
2. Create collateral expressing core message	By chartering	Core message should be expressed in a variety of marketing materıals tiered from least dense to most dense. Will create a detailed website with applıcation instructıons, promotional flyer, one pager, parkway sign, banner sign, and possibly note/postcards wıth the school's name, images, and expressions of the core message. Other materials such as t-shirts, water bottles, etc. will be created as well.
3. Segment market	By chartering	While hedging for possible service area shifts, deep research must be conducted on the size of the available market of rising kindergarten and first grade students and most importantly how those families access their information, secure needed materials, and otherwise ınteract in the social space. A proper segmentation will reveal several hot points and spots which will be critical to hıt during the school's campaign including housing centers, community centers, youth service centers, churches, radio stations, and local newspapers.

4. Conduct diversified campaign	January-April	Based on information gleaned during market segmentation, the marketing campaign will most likely include door-to-door advertising, attendance at various community events and fairs, advertising in the Times Picayune and various other local papers, and positioning of interest tables/booths at various charter school fairs and at central gathering locations such as grocery stores.
5. Evaluate	Ongoing	Using captured data on market penetration and recruitment effectiveness, consistent evaluative reports will be critical to ensuring the success of the marketing campaign, and permit effective and rapid adjustments to strategies as needed

AKILI ACADEMY OF NEW ORLEANS
Application

Student Name:_____
First   Middle   Last

Phone Number._____   Date of Birth_____
Month/Day/Year

Home Address. _____
Street Address   Apt.#   City   State   Zip

Sex (Circle one).   Male   Female

Current School._____ School Location:_____
City   State

Current Grade _____ Home Language:_____

Parent/Guardian Name:_____
First   Middle   Last

Relationship to Student:_____

Home Address _____
Street Address   Apt #   City   State   Zip

Mailing Address _____
(If different)   Street Address   Apt.#   City   State   Zip

Home Number:_____ Work Number:_____ Cell Number:_____

Email Address _____

Other Parent/Guardian Name·_____
First   Middle   Last

Relationship to Student._____

Home Address _____
Street Address   Apt #   City   State   Zip

Mailing Address._____
(If different)   Street Address   Apt.#   City   State   Zip

Home Number:_____ Work Number:_____ Cell Number:_____

Email Address:_____

AKILI ACADEMY OF NEW ORLEANS
Application

If admitted to Akili Academy of New Orleans:

- If our student is enrolling for the first grade, we will provide transcripts or report cards that show completion Kindergarten by August 1, 2008;
- We will sign a Permanent Records Release for Akili Academy of New Orleans to obtain the student's permanent transcripts and health records;
- We will attend the Family Orientation on Saturday, July 26th, 2008;
- We understand that school begins at 7:30 am for students who are enrolled in the breakfast program and 8:00 am for all other students on Monday, August 18th, 2008.
- We will read the Akili Academy of New Orleans Code of Conduct and Contract; and
- We intend to sign the Akili Academy of New Orleans Contract.

_____   _____

Parent/Guardian Signature   **Date**

_____   _____

Student Signature   **Date**

Applications that are not signed will not be considered.

Applications must be delivered or postmarked on or before MARCH 21, 2008.

Akili Academy of New Orleans
Address to be Determined

If you have any questions, please contact:
Sean Gallagher
Phone: (504) 491-8198
Email: sgallagher@buildingexcellentschools.org

Imagine...

a safe, small, structured school for your child in kindergarten or first grade...

led by adults who care and who know how to prepare your child for success in high school and college...

a school you and your child will be proud of...

You've just imagined the
Akili Academy of New Orleans

The **Akili Academy of New Orleans** is a new, academically focused, safe, and small kindergarten through eighth grade charter public school opening in August. The Academy is a _tuition free public school_ which offers:

- A high school and college preparatory curriculum
- A highly structured environment with school uniforms
- Dedicated teachers and administrators
- An extended school day and extended school year
- Extra supports to ensure each student succeeds
- Opportunities for parental involvement

You do not have to imagine Akili Academy, it is real and opening to New Orleans children in August!

We have a dream for your child — we want to see him or her graduate success-fully from college. Apply today and let us get started. Admission is by lottery, so any child who will be in kindergarten or first grade in the 2008-2009 school year is eligible! Applications can be picked up in person at 200 Broadway, Suite 118 or on the internet at www.akiliacademy.org. The deadline for inclusion in the lottery is **March 21st!**

THANK YOU!!!

SCHOOL CLIMATE AND CULTURE

19a. Complete the chart below:

First Day of School:	Monday August 18, 2008
School Day End Time	4 00 PM
Hours in school day:	8 5
Number of Instructional Minutes per day:	360 (MTThF), 220 (W)
Number of Instructional Minutes per day:	190
Number of Before School hours devoted to academics:	5
Number of After School hours devoted to academics:	n/a
Number of days devoted to staff development during school year.	20
Number of days devoted to staff development prior to school opening:	15

b. Provide proposed school's calendar in the first year of operation:

The response to this question is uploaded in question 19d

c. Provide a sample daily schedule:

The response to this question is uploaded in question 19d.

d. An applicant may upload additional information to supplement the responses to Question 19.b and/or 19.c. If the uploaded document is to serve as the response to any of the listed questions, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 19.b has been uploaded in Question 19.d." If you choose to upload a response for more than one of the questions, please remember that only one document can be uploaded in Question 19.d, so in that case, the responsive documents must be combined.
Please see upload document below

During the first term of our charter, Akili Academy would reach fifth grade in the school year 2012-2013. The following are the daily schedules for grades K-3 and grades 4-5:

Akili Academy Weekly Schedule K to 3rd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7 30-7 50	Breakfast Bright Work HW Hand-in	Breakfast Bright Work HW Hand-in	Breakfast Bright Work HW Hand-in	Breakfast Bright Work HW Hand-in	Breakfast Bright Work HW Hand-in	
7 50-8 00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	
8-00-8 05	Transition to Classrooms	Transition to Classrooms	Transition to Classrooms	Transition to Classrooms	Transition to Classrooms	Extra Help (Dismissal at 12-00)
8 05-8 45	Reading I	Reading I	Reading I	Reading I	Reading I	
8 45-9-25	Math	Math	Math	Math	Math	
9 25-10 05	Reading II	Reading II	Reading II	Reading II	Reading II	
10 05- 10-20	Break and Snack	Break and Snack	Break and Snack	Break and Snack	Break and Snack	
10 20-11 00	Reading III	Reading III	Reading III	Reading III	Reading III	
11 00-11 40	Math	Math	Math	Math	Math	
11 40-12-05	Lunch	Lunch	Lunch	Lunch	Lunch	
12 05-12.45	Arts	P E.	Reading IV	Arts	P E	
12:45-1 25	Reading IV	Reading IV	Writing	Reading IV	Reading IV	
1 25-2 15	Science	Social Studies	Check Out (Dismissal at 1 35)	Science	Social Studies	
2 15-2.25	Exercise	Exercise		Exercise	Exercise	
2 25-3 10	Writing	Writing		Writing	Writing	
3.10-3 45	Values Time	Values Time		Values Time	Community Meeting	
3 45-4.00	Check Out	Check Out		Check Out	Check Out	
4 00-5 00	Extra Help Homework Club	Extra Help Homework Club		Extra Help Homework Club	Extra Help Homework Club	

Please note that

- The instructional pace varies and each class period include several teaching activities,
- Teachers, at their discretion, may supervise students outside or in the gym for academic-related games or fun, physical activities at their discretion if classroom productivity goals are being met,
- For the first few weeks of kindergarten our part of Reading IV period will be used for 30 minutes of nap for students who need it, subsequent to this, no nap time will be provided [1]

---

[1] While many may think that kindergarten students "need" nap time, both Elm City College Prep and Excellence Charter School of Bedford-Stuyvesant have found that their kindergarten students are able to perform well without any nap time Both schools have found that by working with parents to promote an early bed time, they are able to use the entire school day for learning

Akili Academy Weekly Schedule 4th and 5th grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7 30-7 45	Breakfast Bright Work HW Hand-in	Breakfast Bright Work HW Hand-in	Breakfast Bright Work HW Hand-in	Breakfast Bright Work HW Hand-in	Breakfast Bright Work HW Hand-in	
7 45-8 00	Morning Meeting	Morning Meeting	Drop Everything and Read	Morning Meeting	Morning Meeting	
8 00-8 30	Drop Everything and Read	Drop Everything and Read	English Language Arts	Drop Everything and Read	Drop Everything and Read	Extra Help (Dismissal at 12:00)
8 30-9 20	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	
9 20-10 10	English Language Arts	English Language Arts	Math	English Language Arts	English Language Arts	
10 10-11 00	Math	Math	Science	Math	Math	
11 00-11 50	Science	Science	Math	Science	Science	
11-50-12 40	Lunch and PE	Lunch and PE	Lunch	Lunch and PE	Lunch and PE	
12-40-1 30	Math	Math	Social Studies	Math	Math	
1-30-2-20	Social Studies	Social Studies		Social Studies	Social Studies	
2 20-3.10	Technology	Arts		Technology	Arts	
3 10-3 45	Values Time	Values Time		Values Time	Community Meeting	
3 45-4 00	Check Out	Check Out		Check Out	Check Out	
4-00-5 00	Extra Help Homework Club	Extra Help Homework Club		Extra Help Homework Club	Extra Help Homework Club	

Please note that.
- The instructional pace varies and each class period include several teaching activities,
- Teachers, at their discretion, may supervise students outside or in the gym for academic-related games or fun, physical activities at their discretion if classroom productivity goals are being met

AKILI ACADEMY OF NEW ORLEANS
Proposed 2008-2009 Calendar

Staff Development No School	**July 28**
Student Orientation	**July 28 August 15**
Holiday - No School	**August 18**
End of Trimester	**August 29**
Start of new Grading Quarter	**September 1**
	October 3
	October 24
	October 30
	November 14
	November 26-28
	December 22 January 4

Teachers Report	**January 5**
Staff Orientation	**January 19**
First Day of School	**January 23**
Staff Day No School	**January 29**
Labor Day Holiday	**February 2-3**
Staff Day No School	**February 16**
End of 1st Marking Quarter	**February 27**
Report Cards/ Conferences No School	**March 6**
Staff Day No School	**March 23-27**
Thanksgiving Holiday	**April 17**
Winter Break	**April 23**
	April 24
	May 25
	June 25
	June 26, 29-30

Staff Day No School	
MLK Jr Day Holiday	
End of 2nd Marking Quarter	
Report Cards/ Conferences No School	
Mardi Gras Break	
President's Day Holiday	
End of Second Trimester	
Report Cards/ Conferences No School	
Spring Break	
End of 3rd Marking Quarter	
Report Cards/ Conferences No School	
Staff Day No School	
Memorial Day Holiday	
Last Day of School	
Staff Days	

008-2009 schedule and that weather conditions
as may require changes to this schedule.

20. Provide details regarding how the school will develop a climate and culture that is supportive and reinforces the school's mission and philosophy:

a. Describe any extra and co-curricular activities that will be implemented to enhance the school's philosophy:

The founding board of Akili Academy firmly believes that a strong school culture is an absolutely critical component of a successful urban school. In order for "at-risk" urban students in our targeted area to succeed, they must have a school culture which is highly structured, strongly academically focused, and imbued with a sense of personal and collective accountability. In order to build this sort of school culture, we believe that it is critical that there be a pervasive commitment throughout the entire school staff to "sweat the small stuff" and insist that students meet every behavioral expectation laid out to them. The guiding principle behind sweating the small stuff is that if students operate in an environment in which they know clearly what is expected of them and they understand that any time they do not meet expectations it will be noticed and there will be immediate consequences, they will embrace and embody those expectations and the school will develop the sort of strong school culture upon which learning can occur.

A clear conception of the type of school culture we desire at Akili Academy is not sufficient to guarantee that it will manifest in practice. Therefore, we will spend the early days of the school year practicing the routines and structures that include homework collection, classroom transitions, distribution of class work, and classroom participation which will underpin every element of the school's tight and disciplined culture. Teachers will also be provided with a format for their classroom layout and design. These are all factors that have been proven to maximize the amount of instructional time and minimize disruptions to learning. We will implement school wide systems and structures that enable teachers to focus the majority of their time on teaching, which most importantly creates more opportunities for students to learn, practice and master core skills and concepts in the critical elementary school years. Also during this time, appropriate behaviors will be taught, practiced and modeled in an age-appropriate fashion to ensure that students understand exactly what it means to properly behave in school

During the three week summer staff orientation in August, instructional and administrative staff will learn, tweak and practice these routines and structures. Throughout the year, these will be monitored and evaluated to determine their effectiveness and changes will be made accordingly to ensure that we continuously maximize instructional time and student learning. All routines and systems will be tied explicitly to the school's core character values.

Akili Academy will include a number of co-curricular activities that enhance our educational philosophy. Those activities are outlined below.

College Preparatory Focus

We believe that all students deserve the opportunity to be prepared to succeed academically in college. This success should not be predicated on receiving a private school education, nor should it be limited to public schools within affluent neighborhoods. All public schools, especially those that serve the most disadvantaged students, must prepare students to compete academically in a world in which college completion is an increasing necessity and not a luxury. The reality is that far too often disadvantaged children are often left out of the college education picture. Attempts to bring them back in often occur much later, in middle and high school programs, when it becomes far more difficult to convince students that college is possible and to close the achievement gap that makes that reality attainable.

All students at Akili Academy will have a clear and convincing understanding that they are college bound. This expectation will be infused in the school's culture and supported by the culture present within the classroom, teacher-student interactions and teacher-parent interactions. Visual aids will support this culture such as college

banners and bulletin boards displaying pictures of college campuses Through the use of chants and common language students will also reinforce this expectation within themselves. Listed below are additional ways in which the expectation that our students will attend college will be set·

- All students and parents will know and understand the college preparatory mission of Akili Academy
- All staff will consistently reinforce and link college expectations to lessons and interactions in scripted and casual conversations
- School chants and expressions will reflect college matriculation and graduation expectations
- Classes will be addressed by their year of college graduation
- Rooms will bear the names of colleges and universities
- Classrooms will adopt the mascots of colleges and universities
- Students will attend trips to colleges and universities
- Parents will be strongly encouraged to begin investing early for their child's college education, even if minimally and will receive information on steps they can take
- Money and donations will be solicited for college savings bonds

We believe that college preparation should start on a child's first day of primary education. Elementary school aged children should be able to readily identify the link between strong academic outcomes now and later success facilitated with a college education in the future. As one Kindergarten student from Crown Heights, a college preparatory elementary school program in Brooklyn states, "I'm a Crown Heights Scholar. I'm going off to college." The concept is clear for more advantaged students, and one we must instill in all students as early as possible. With a mindset and goal of college, it is our responsibility as a school to ensure that students are prepared to executive on this promise Therefore, to prepare our youngest New Orleans children for college, our educational program will: (1) be academically intensive and (2) provide a strong character development program.

Community Meetings

In order to foster a sense of community in the school, support and celebrate an atmosphere of academic achievement and character development, and to foster in our students the ability to enjoy the successes of others and enjoy the experience of recognition of their own achievements, Akili Academy students will participate in a daily community meeting led by the school's leadership and staff. Every day for five minutes before the beginning of the academic day, the entire school will gather to hear an inspirational thought from a student or staff member and will participate in "shout outs" to students who have performed exemplary in some area of their work at the school For example, a student who goes above and beyond to help another one of his or her peers would be "shouted out" in the community meeting for exhibiting such strong character Also, students who are struggling to meet school expectations may be required to make a formal apology to the entire school community and make commitments to rectify their behaviors We believe these community meetings, which are commonplace at every high performing urban charter school studied in the design of Akili Academy, will activate, encourage and reinforce each student's intrinsic desire to belong to a group and to receive acknowledgement for their good work. This, we believe, will only contribute to each student's ability to contribute to the focused and disciplined school culture which will be a key element of the school.

Character Development

Character education will be an important component of Akili Academy's educational program. All students must develop an inner core of universally accepted values that rest on the respect of the individual and the community. In order to succeed in college and in life, students must also be capable of handling life's obstacles and challenges in ways that are constructive This is most powerfully true for the most disadvantaged students, as they will have to overcome multiple challenges on their way to college. Students must learn and understand that there are certain behavioral expectations that exist in larger society and how to effectively engage individuals within them. Lastly

character education lays the foundation for school culture in which high standards of academic rigor, fast paced learning and life transforming work environments for every student - critical components of strong school-wide academic achievement - are established and maintained.

At Akili Academy, we will provide a safe, structured and disciplined school culture. We will implement clear disciplinary policies that will effectively support our tremendous commitment to the academic and character development of each student. We will create a school community that unapologetically supports academic learning.

We are inspired by the success of so many who have overcome obstacles in their early lives and matriculate into prestigious high schools and colleges, and go on to build professional careers. Specifically informed by the work of such schools as Delaware College Preparatory Charter School and Achievement Preparatory Academy , we have established a set of core values for the school which support our academic and behavioral goals for every student. Comprehensively, every Akili Academy student is expected to achieve in school, behave well, and head on successfully to college.

Academic Goals

We believe that it is our responsibility to teach, reinforce, and reward a common set of academic characteristics that lead to high achievement and that will benefit our students throughout their lives:

- Determination – Work hard and never give up. Be persevering and relentless in your quest for academic excellence and love of learning
- Responsibility – Make no excuses. You are the person ultimately accountable for your success Take full responsibility for your homework, grades and assignments.
- Excellence – Don't be good - be great Don't settle for 100%. Go after 110%. Don't let anything limit your true potential.
- Ask and answer questions – Be an active participant in the classroom. Strive for continued understanding. Seek help if and when you need it.
- Mission centered – Go to college. Your ultimate goal is to gain acceptance into a competitive college or university Stay focused and Be the Dream.

Character Aims

We believe that it is also our responsibility to develop in students a strong set of behavioral characteristics that will be equally important ingredients to our students' success in school and in life. These character aims provide the foundation through which strong academic achievement is fully possible:

- Discipline – Make good choices. Choose to do the right thing even when others are not watching. Don't take the easy way out.
- Respect - Be honest. Be kind Demonstrate respect for your school and your community by acting with integrity, being kind, and taking pride in yourself, others, and your school.
- Enthusiastic Engagement – Be an active learner. Protect your dreams by following the steps necessary for success. Be a leader.
- Attitude – Be nice. Be smart and have a positive attitude.
- Manners – Be polite. Be courteous of others' feelings. Say "please," "thank you" and "you're welcome" often.

Students will participate in a character development session four days per week, and Akili Academy's character building system will be the key mechanism used to teach students the academic and behavioral expectations that

will help to secure their success. In addition, the school's reward and incentive systems will be designed around this concept (for example, fifth grade students can receive Scholar Dollars - an internal behavioral incentive token - for demonstrating the character traits).

b. If the charter school would implement a dress code policy, provide such policy, including a description of how the cost of any uniform would be covered for parents unable to afford them:

A clear and appropriate dress code is an important component of Akili Academy's school culture. Central to this dress code will be the Akili Academy uniform which will consist of a neat collared shirt featuring the school logo and a pair of slacks (or skirt for girls). Beyond the uniform:

1. All Akili Academy students must wear the school uniform properly (i.e shirt tucked in) at all times during their time at school. This also applies to uniform completeness (shirt without proper pants would be unacceptable, etc)
2 Students must wear a belt
3. Students may not sag their pants below their natural waistline.
4 Students may not wear a shirt over or have a shirt other than the Akili Academy shirt visible during their time at school.
5. Students may not wear hats, caps, skullies, bandanas, do rags, or any other inappropriate headwear as determined by the Executive Director and Associate Director of Curriculum and Instruction
6. Students may not wear inappropriately tight or cutoff pants and skirts must be of an acceptable (at least knee) length.
7. Only closed toe and closed back shoes are permitted.

The school will provide at least two uniform sets to parents for free as part of their enrollment at Akili Academy The school will expend every effort to ensure the uniforms are as reasonably priced as possible, such that if parents wish to purchase more uniform sets they will be able to do so without hardship. Akili will offer parents without the ability to afford supplementary uniforms or uniform replacements the opportunity to trade meaningful volunteer hours at the school in exchange for free uniform pieces or whole sets.

c. Uploaded additional information to supplement the responses to Question 20.a and/or 20.b. If the uploaded document is to serve as the response to any of the listed questions, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 20.b has been uploaded in Question 20.c." If you choose to upload a response for more than one of the questions, please remember that only one document can be uploaded in Question 20.c, so in that case, the responsive documents must be combined.

21. Describe the charter school's student discipline rules and procedures for regular and special education students. Provide your school's plan for suspension or expulsion, include the procedures and policies for implementing alternative instruction:

For students at Akili Academy to be successful, it is extremely important that they have a school environment that is conducive to learning and limits any outbursts or disruptions that take the focus off academics. We will teach, model for and train our students from day one how to abide by our strict Code of Conduct. Students will benefit from the explicit teaching of acceptable behavior, positive behavior will be recognized consistently, and having immediate and clear consequences for seemingly minor infractions will guarantee that major infractions are minimized to the greatest extent possible. Students, parents, and teachers together will sign a Family Contract that articulates the clear expectations for the Code of Conduct at the intake activities prior to the start of school. The purpose of this Code is to bring absolute clarity to the expectations and consequences of student behavior so that

miscommunication never is the reason for student misbehavior

With the clear and strict Code of Conduct as one important foundation for academic achievement, Akili Academy will build a school-wide and classroom culture that rewards and teaches positive behavior. Because our elementary school teachers will spend the majority of the day with their same class of students, it is imperative that they have synchronized and highly structured classrooms that have common and consistent expectations and discipline policies As part of summer training, all teachers will participate in professional development around conduct and discipline, and review its implementation regularly. Teachers will give positive reinforcement to *students through incentives and praise to reward positive behaviors,* however, teachers also will correct infractions, whether big or small, to limit distractions in the classroom and to show students right from wrong. The school's implementation of the Code of Conduct will also place intense emphasis on individual responsibility in age and developmentally appropriate ways, and we believe our consistent and pro-active implementation of its elements will over time develop this critical characteristic in all students.

Students with Special Needs

Students with disabilities will be subject to the same discipline rules as non-disabled students. Akili Academy will handle discipline for students with special needs in full compliance with SBESE guidelines as articulated in SBESE Bulletin 1706, along with strict adherence to Recovery School District policies and federal safeguards *Parents of special education students will have the right to a due process hearing pursuant to the structure established in the Parent's Rights Handbook.*

Short-Term Suspension

If a student commits an offense that calls for short-term suspension (10 days or less), the student is afforded the *due process rights required by Goss v Lopez, 419 U S 565 (1975). Such student is subject to the following:*
- If necessary, the student is immediately removed from class and/or school
- The student is entitled to respond to the charges against him/her
- The Executive Director or his/her designee addresses the conduct and assigns an appropriate consequence
- The parent/guardian is notified by the Executive Director or his/her designee
- A parent or guardian may be required to meet with the Executive Director or his/her designee(s) regarding *infractions prior to a student's return to school.*

Long-Term Suspension or Expulsion

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:
- If necessary, the student is immediately removed from class and/or school
- The parent/guardian is notified by the Executive Director or his/her designee
- The school sets a hearing date; the student and/or his parent/guardian are notified in writing of the: charges and a statement of the evidence; date, time and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses
- *After hearing the case, the Executive Director or his/her designee issues a written decision to be sent to the* student, the parent/guardian, the school's Board of Directors, and the student's permanent record
- Any student who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Board of Directors within 10 days of the date of expulsion
- Any appeal is heard, at the discretion of the Board Chairperson, by a Directors' subcommittee (of one or more Directors designated by the Board Chairperson); in such a case, the school sets a hearing date and the student and/or his/her parent/guardian are notified in writing of the: charges and a statement of the evidence; date, time and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's

own expense) and present evidence and question witnesses.

Record-Keeping

Akili Academy will maintain written records of all suspensions and expulsions, including the name of the student, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Discipline Policies
- Attendance Policy. Students need to be present and on time every school day, and absences will be excused only for illness, religious holiday, or family emergency, and will need to be verified in writing by a parent/guardian. Akili Academy will respond immediately and seriously to any unexcused absences, and unexcused absences will negatively impact a student's grades. If a student has more than three unexcused absences in one marking quarter, or more than twelve per school year, he or she runs the risk of receiving no credit for the school year.
- Student Behavior Policy. Student infractions are categorized into three groupings: minor, moderate, and major. Three minor infractions per day will equal one moderate infraction and will result in a lunch detention.

Minor Infractions
- Arriving to school late
- Arriving to class unprepared
- Not listening or paying attention to the teacher
- Minor classroom disruption
- Out of uniform during the school day
- Chewing gum, eating, or drinking anything other than water during class

Each teacher will keep track of minor infractions by putting student names on the board and placing checks next to their name. Students who commit three minor infractions will not be allowed to participate in either morning or afternoon recess If a student commits three minor infractions on more than one occasion in a week, a parent conference will be requested to discuss the student's behavior.

Moderate Infractions
- Classroom disruption
- Inappropriate or profane language
- Disrespect of another student or teacher
- Play fighting
- Cutting class
- Theft

Students who commit a moderate infraction will automatically require a parent conference and the student will miss a minimum of one whole day of recess, and further days will be determined based on the severity of the behavior Multiple moderate infractions may result in a major infraction.

Major Infractions
- Violence, threatening behavior, or language intended to provoke violence
- Possession, sale, use, or action under the influence of drugs, alcohol, or any other illegal substances
- Possession of a weapon
- Serious disrespect of teachers or students
- Sexual or racial harassment

Consequences for a major infraction are an immediate suspension, and in the most extreme of cases, a probable expulsion hearing.

Alternative Instruction

Akili Academy will provide alternative instruction to students who have been recommended for expulsion while awaiting a determination by the Board of Directors. The alternative instruction will begin no later than the day after the determination is made to expel a student. The alternative instruction may occur during the school day at the student's home or the nearest public library, or a student may be transferred to an Alternative School established by the RSD, if available This alternative instruction will continue for the duration of the time the student awaits disposition on his or her expulsion hearing. The school or the RSD will provide alternative instruction to expelled students to the extent required by law.

21a. Uploaded additional information to supplement the response to Question 21. If the uploaded document is to serve as the response to Question 21, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 21 has been uploaded in Question 21.a."
Please see upload document below

Code of Conduct

A draft of the Akili Academy Code of Conduct is provided below.

Purpose

The mission of Akili Academy is to prepare each of its students for success in a college preparatory high school and ultimately college while ensuring they develop the necessary character traits for success in life.

A structured classroom and respectful behavior without disruptions are essential to accomplish this goal The following beliefs inform our Code of Conduct:

- **Safety** The Code of Conduct is designed first and foremost to ensure that Akili Academy is safe for every student at all times.

- **Respect.** Respectful behavior is an essential component of character development and lays the foundation for strong community.

- **Self-discipline.** By learning to act in a self-disciplined, professional manner, students acquire skills valuable beyond the classroom Students with self-discipline, who perform well in school, speak well in public, and are helpful to others will build strong self-advocacy skills that will assist them well throughout their lives.

- **Sweating the small stuff** We believe that there are no "little" problems, but that every seemingly small problem can rapidly generate a more serious problem. By making a big deal out of "little" problems, the school can make sure that small problems do not have the chance to grow.

- **Clear consequences** Many disciplinary problems can be prevented by demonstrating clear, well-articulated consequences. The students of Akili Academy will know exactly what behavior is expected and what consequences will result if expectations are not met. The school will communicate with parents at all times about any disciplinary consequence

- **Uninterrupted learning.** The purpose of this Code is to eliminate distractions from the classroom so that students can focus 100% on academic learning.

Rules

1. **Respect teachers, other students, and school property.**

Any student who violates this rule will not be able to participate in lunch with their classmates or recess for one or more days as determined by the severity of the behavior.

2. Arrive at school in the Akili Academy uniform every day.

Any student who arrives at school out of uniform will be committing a minor infraction. Families will be required to bring the appropriate uniform items to the school.

3. Attend school every day. Absences are excused only for illness, religious holiday, or family emergency, and must be verified in writing by a parent/guardian.

Akili Academy will not tolerate unexcused absences. Unexcused absences will negatively impact a student's grades. If a student has more than three unexcused absences in any one quarter, or more than twelve per school year, he or she runs the risk of receiving no credit for the school year.

4. Arrive on time to school.
5. Do not disrupt class or any Akili Academy event.
6. Do not chew gum, eat, or drink anything other than water during class.
7. Do not bring headphones, MP3 players, cell phones, video game systems, or any other electronic devices to school.
8. Always be prepared for class.
9. Do not behave in any way that is disruptive to your learning or the learning of another.

Any student who violates Rules 4-9 commits a minor infraction, and their name will be put on the board. If the violation occurs three or more times in a day, the student will not be allowed to participate in lunch with their classmates or morning or afternoon recess.

10. No horseplay, play-fighting, or touching another student.
11. No profane or otherwise inappropriate language.
12. No disruptive behavior.[1]
13. No disrespecting other students or teachers.[2]
14. No stealing.
15. No cutting class.

Any student who violates Rules 10-15 commits a moderate infraction and will not be allowed to participate in lunch with their classmates or morning or afternoon recess for at least one day, and for multiple days if deemed appropriate by the Executive Director, Associate Director of Curriculum and Instruction or other designated staff as approved by the Executive Director.

16. No possession of weapons on school grounds.

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[1] An isolated disruption will be treated as a minor infraction (#5); a repetitive disruption will be treated as a moderate infraction (#12)

[2] An isolated instance of disrespect will be treated as a minor infraction (#1), a repetitive instance will be treated as a moderate infraction (#13)

17. No fighting, violence, or behavior threatening of violence.
18. No possession or sale of any drugs, alcohol, tobacco, or illegal substance.
19. No serious disrespect of teachers or students.
20. No racial or sexual harassment.

Any student, who violates Rules 16-20 will receive an immediate out-of-school suspension and should expect an expulsion hearing.

Any student declared a "Habitually Disruptive Student," having been suspended from school three or more times for disruptive behavior, should expect an expulsion hearing.

- **At the discretion of the staff of Akili Academy, students may be required to issue a verbal or written apology to the community as a consequence for their behavior.**

Parents will be notified immediately if a student commits a moderate infraction or any more serious infraction. Parents will be fully informed at all stages of any disciplinary decision.

22. Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school. How does the school plan to build family-school partnerships that focus on strengthening support for learning and/or encouraging parental involvement in school operations? Describe any volunteer activities the school will request of parents:

At Akili Academy, we recognize that families and the school must work in concert in order for students to learn and grow. The collaboration between families and the school will be initiated early.

Parental involvement will begin with a meeting with the Executive Director shortly after their child enrolls at Akili Academy. Families will also complete a survey and interview which will allow the school's administration to collect data about parent expectations for their child at the school, and observations of previous schools. Written surveys will be administered annually to collect information on parent satisfaction. The results of the parent survey will be included each year in the school's Annual Report

Parent involvement will continue with annual Family Orientations, during which communication regarding the educational program, discipline policy, and Code of Conduct will include close review of the Family Contract and will conclude with each parent and student signing the document during the family orientation. The contract will serve as a guide and reminder of the important goals that keep us united as a community and a clear set of consequences if rules are not followed

Further, we will establish an Advisory Council, which will be composed of New Orleans residents and parents of students attending Akili Academy. The Advisory Council will meet quarterly to discuss the school's educational program, and give Advisory Council members an opportunity to comment on the school's progress which will further inform the ongoing development of the school.

All parents will be required to participate in their child's learning by ensuring that their son or daughter has an appropriate area in which to study and is able to do so relatively free of distraction. The school will publish materials and have a short session on creating a positive studying environment during its initial intake activities before the start of school. Students will also carry with them a standardized homework tracking sheet, which will allow parents to view and verify homework assignments and ensure they are completed in a timely fashion.

23. Provide details and/or policies of the charter school for handling complaints from parents:

Constant and consistent parent communication via phone, school visits, and parent home visits will be required in order to keep parents informed and to build parent-teacher relationships regardless of a student's behavior. Parents will be notified of all the details of the discipline policy and any disciplinary action concerning their own child in a thorough and sensitive manner. When parents meet with school leaders at family orientation, school visits, or home visits, school leaders will review Akili Academy's educational program, overall expectations, disciplinary policies and the Code of Conduct

We anticipate that by taking these proactive steps to communicate with parents, we will build a strong partnership and minimize the number of disputes between parents and the school.

However, in the event that a parent does have a specific complaint, the school will ensure they have ample and fair opportunities to present such complaints. Any parent may bring a complaint to the Executive Director of Akili Academy for any reason. We believe that in the spirit of transparency and accountability, we must always be ready to receive and effectively respond to parental complaints. Parents will be encouraged to use any mode of communication ranging from face-to-face communication to email to phone to get in touch with the school to express concerns.

Any complaint brought to the Executive Director will be recorded and addressed within ten school days from the time the complaint is introduced If after presentation of the complaint, a parent determines that the concern has not been adequately addressed, a written request may be made to present the complaint to the Akili Academy Board of Directors. Such requests must be submitted to the Board at least one week prior to the next Board meeting. An exception to this is emergency issues, which will be dealt with in a manner and timeframe deemed appropriate by the Chair of the Board and Executive Director.

The Board, as necessary, shall direct the Executive Director or other responsible party to act upon the complaint and report its resolution to the Board The Board of Directors shall render a final determination in writing, as necessary If after presentation of a complaint to the Board of Directors, the parent determines that the Board has not adequately addressed the complaint, he or she may present the complaint to the charter authorizer, (i.e. the RSD on behalf of SBESE) which shall investigate and respond. The authorizer shall have the power and the duty to issue appropriate remedial orders to the Board of Directors of Akili Academy.

24. Discuss how often parents will be involved in student academic evaluation and planning. For example, how often will parent/teacher conferences occur?

Parents of Akili Academy students will be very well informed and involved in their child's academic performance during their time at the school. Classroom teachers (advisors in the later grades) will be required to call each student's home and speak to a parent at least once a week to give an update on progress and discuss any areas of particular strength or concern. For students of particular concern, the school will offer detailed written reports to parents on a biweekly basis which will allow parents to keep an even closer track of their child's progress.

The school will provide three formal opportunities for families and teachers to meet each year, and report cards will be distributed during these conferences. Parents will be required to attend these three parent-teacher conferences to review their child's academic progress in depth and set goals and priorities for the coming months and years

25. Provide information regarding the manner in which community based organizations, businesses and/or postsecondary institutions will be involved in the charter school:

The founding group of Akili Academy has invested significant resources and man-hours meeting members of the New Orleans community and building relationships with organizations that will only enhance the experience of students at the school. In full support of our school's mission, the founding group has reached out to the following community organizations, businesses, and institutions:

- Urban League of Greater New Orleans
- The Mid-City Neighborhood Association
- Xavier University
- University of New Orleans
- PolicyLink
- Kids' World Day Care
- Canal Street Presbyterian Church
- Central Congregational United Church
- Ephesian Baptist Church
- First United Methodist Church
- Metropolitan Baptist Church

This is only the beginning of the efforts Akili Academy will make to create important relationships with businesses

and other important community stakeholders to ensure the school is well positioned to fully support our students, access community resources, and respond to community needs   These efforts are ongoing and the founding group continues to make new connections and uncover new possibilities on a nearly daily basis.

GOVERNANCE, MANAGEMENT, AND LEADERSHIP

26. Provide details regarding the composition of nonprofit governing board or local school board.

a. Charter School Roster of Key Contacts (see *Appendix B)* for the governing board and key administrative leaders for the school:

Please see upload document below

CHARTER SCHOOL ROSTER of KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles.

Name of School(s):	**Akili Academy**
Name of Nonprofit Corporation:	**Akili Academy**
Primary Contact Person:	**Sean Gallagher**
Mailing Address:	**200 Broadway, Suite 108, New Orleans, LA 70118**
Phone: *(day & eve.)*	**504-491-8198**
Fax: 617-227-4551	Email:**sgallagher@buildingexcellentschools.org**

NONPROFIT BOARD OF DIRECTORS

Position:	**Chair**
Name.	**Sean Gallagher**
Mailing Address·	**200 Broadway, Suite 108, New Orleans, LA 70118**
Phone· *(day & eve.)*	**504-491-8198**
Fax. **617-227-4551**	Email: **sgallagher@buildingexcellentschools.org**

Position.	**Board Member**
Name.	**Jolon McNeil**
Mailing Address·	**1207 Jackson Avenue #303, New Orleans, LA 70130**
Phone: *(day & eve)*	**504-309-6066**
Fax:	Email:

Position:	**Board Member**
Name:	**Andrew Stakelum**
Mailing Address:	**612 Julia Street, New Orleans, LA 70130**
Phone: *(day & eve.)*	**504-615-2255**
Fax:	Email·

CHARTER SCHOOL ROSTER of KEY CONTACTS

NONPROFIT BOARD OF DIRECTORS continued

Position·   **Board Member**

Name: **Sarah Gorham Hunter**

Mailing Address: **1228 Pine Street, New Orleans, LA 70118**

Phone· *(day &*
eve)   **504-865-8494**

Fax: Email·

Position·   **Board Member**

Name: **Jeffray Anthony Teague**

Mailing Address: **2857 Annunciation Street, New Orleans, LA 70115**

Phone: **504-813-3458**
(day & eve.)

Fax: Email·

SCHOOL PERSONNEL

Principal Name: N/A

Phone (day/eve):

Fax: Email:

**Business
Manager:**   N/A

Phone (day/eve)·

Fax: Email:

**Certified Public
Accountant:**   N/A

Phone (day/eve).

Fax: Email:

OTHER AS APPLICABLE (school management entity, partner)

Contact Person: N/A

Title/Position·

Organization·

Phone (day/eve)·

Fax: Email:

b. Provide resumes for each governing board member:

Please see upload document below

SARAH C. GORHAM
225 East 79th Street, Apt 14B
New York, New York 10021
(212) 988-2625

EDUCATION
New York University of Law, New York, NY
J.D , May 1996
Honors.   Public Interest Committee Grant Recipient
Activities: *Annual Survey of American Law*, Staff Editor
        Teaching Assistant for Professor John Sexton

Yale University, New Haven, CT
B A., *magna cum laude*, History, May 1991
Honors   Distinction in History Major
        Dean's Grant for Senior Thesis Research
Activities.   Yale Women's Squash Team

EXPERIENCE
The Mount Sinai Medical Center, New York, NY
Assistant General Counsel (February 2005 to present)
Representation of The Mount Sinai Hospital and Mount Sinai Medical School in both corporate and litigation matters. Negotiate, draft and review contracts including affiliation agreements, medical director agreements, consulting agreements and employment agreements; supervise outside counsel in litigation and regulatory matters; advise on employment benefits issues and labor and employment matters.

Goldman, Sachs & Co., New York, NY
Vice President and Assistant General Counsel (April 2004 to January 2005)
Representation of Goldman as a public company in all types of corporate finance transactions, special projects and general corporate matters. Negotiate and review documentation related to various financing instruments including debt (structured and plain vanilla notes issued within and outside the U S.), loan agreements, guarantees, promissory notes and derivative programs. General corporate work includes negotiating bank account agreements, accountant engagement letters and letters of credit.

Skadden, Arps, Slate, Meagher & Flom LLP, New York, NY
Associate in Corporate Finance Department (January 2000 to March 2004)
Associate in Litigation Department (November 1997 to December 1999)
Advised and represented clients in matters relating to both the 1933 Act and the 1934 Act and served as counsel in initial and follow-on offerings of stock, private placements of debt and equity, shelf registrations and tender offers. Litigation experience includes research and drafting of pre-trial motions. Involvement in securities class actions, SEC enforcement action as well as management of smaller cases. Recipient of the Legal Aid Society 2002 Pro Bono Publico Award.

U.S. District Court, Eastern District, New Orleans, LA
Law Clerk for The Honorable Edith Brown Clement (August 1996 to August 1997)

Bar Admission
Admitted to the Bar of the State of New York (1998), Eastern District of New York (1998), Southern District of New York (1998)

Interests   Piano, tennis, squash and contemporary art

JOLON H. MCNEIL

1207 Jackson Avenue Apt. #303 • New Orleans, LA 70130 • 267-257-8080•
jolonmcneil@yahoo.com

EDUCATION

THE NEW TEACHER PROJECT PRACTITIONER TEACHER PROGRAM CERTIFICATION AREA: SECONDARY SPANISH	LOUISIANA DEPT. OF EDUCATION CERTIFICATE # LEVEL 1- 400894 JULY, 2002
AMERICAN UNIVERSITY WASHINGTON, DC Bachelors of Arts, Spanish Studies	May, 1998

PROFESSIONAL EXPERIENCE

JUVENILE JUSTICE PROJECT OF LOUISIANA   **February, 2007 - present**
New Orleans, LA
Youth Advocate
Serve as an educational advocate for students involved in delinquency matters who are experiencing difficulty in school; research and analyze school discipline and arrest data and national publications related to the Schools First project; develop outreach and advocacy materials; develop and implement training workshops and materials concerning "the school-to-prison pipeline;" participate in project related activities done in coalition with community groups and ally organizations.

YOUNG SCHOLARS CHARTER SCHOOL   **September, 2006 -**
February, 2007
Philadelphia, PA
Middle School Spanish Teacher

D.C. PREPARATORY ACADEMY   **August, 2005 - June 2006**
Washington, DC
Middle School Spanish Teacher

TEACH FOR AMERICA   **August, 2000 - June 2004**
[NEW ORLEANS PUBLIC SCHOOLS]
New Orleans, LA

High School Spanish Teacher

Serve as member of national service corps of outstanding recent college graduates of all academic majors who commit two years to teach in under-resourced urban and rural public schools.

Design and implement daily lesson plans for beginning and intermediate Spanish classes; periodically assess and report on student progress; maintain electronic records of attendance and student progress; meet with parents and students as needed on academic and disciplinary

issues; work with students in grade level Advisory (Homeroom); perform student supervision as assigned.

OTHER DUTIES: **Grade Level Chairperson, Study Hall/Homework Center Monitor; member of the Parent Action Team, Faculty Sponsor: Junior Class; Talent Show; Spanish Club; Poetry Club and Saturday Math Tutoring Project**

NATIONAL YOUNG LEADERS CONFERENCE
Washington, DC
Faculty Advisor   **June – December, 2004**
Supervised group of 21-23 high school honor students including assistance in residence at

program site, disseminated NYLC program curriculum facilitated small group meetings

(discussions, briefings), and assisted Program Operations team with logistics.

TEACH FOR AMERICA
Houston, TX
Corps Member Advisor   **Summer 2002, 2003**
Provided critical feedback and guidance to a team of 16 new corps members, based on classroom observations and extensive interaction outside of classroom, facilitated team discussion and reflection sessions; worked with other faculty members at the school to ensure curriculum objectives are addressed and reinforced.

Merry P. Sorrells

5401 Janice Avenue   Advancement Director
Kenner, LA 70065   Isidore Newman School
(504)889-2273   1903 Jefferson Avenue
                                                New Orleans, LA 70118
msorrells@newmanschool.org   (504)896-6337

Objective:

To obtain a leadership position in a dynamic learning environment

Experience:

Beginning July 2006   Director of Advancement
                      Curriculum Review Committee Member

Chair Diversity Committee

1999 – June 2006   Isidore Newman School   Director of Admission

        Pre-Hurricane Katrina
- Responsible for enrollment and retention in a co-educational pre-k through 12th grade college preparatory school with an enrollment of 1,150 students
- Manager of an office staff of six admission personnel
- Upper School student advisor for six years
- Financial Aid Committee member
- Teacher of Tolerance Class (Life Skills/Diversity Class) for three semesters

        Post-Hurricane Katrina
- Member of Administrative Team to orchestrate re-opening of school
- Responsible for contacting and communicating with families displaced by the hurricane
- Responsible for three enrollment seasons within a six month period (re-enrollment of whole school including new applicants, fall interim program enrollment, 2006 - 2007 enrollment including new applicants)
- Manager of an office staff of four admission personnel
- Work with Board, Head of School and CFO to develop, communicate, and execute a tuition credit and refund policy
- Assist in communication with returning and new to financial aid families

1998 – 1999   Isidore Newman School   Associate Director of
                          Admission
1992 - 1995   Isidore Newman School   Substitute Teacher

Education:

Masters   University of New Orleans, New Orleans, LA
        M.A. in Educational Administration
         June 2006

Fellowship   NAIS/EE Ford Fellowship for Aspiring Heads of School
         June 2006

Bachelors   Principia College, Elsah, IL
        B.A. in International Relations, 1979
         Emphasis in foreign languages, international political science
         and environmental science

Awards and Achievements:

        Member of Kappa Delta Pi (International Honor Society in Education), University Of New Orleans
        President of Student Body, Principia College
        Keiser Award for Student Government, Principia College

Accomplishments:

- strengthened overall enrollment by.
        creating new markets
        increasing number of sending schools

increasing minority enrollment
increasing geographic diversity
increasing socio-economic diversity
increasing effectiveness of financial aid program
- increased efficiency of admission office through restructure
- participated in strategic planning committees for Newman's middle and upper schools
- played key administrative role in re-opening and stabilizing of school in the wake of Hurricane Katrina

Community Involvement

Committee Member, Jefferson Parish Educational Smart Summit, Metairie, LA (2003 – 2005)

Board Member, Isidore Newman School Board of Governors, New Orleans, LA (1996-1998)

Committee Member, Audubon Institute Annual Fund Committee, New Orleans, LA (1998)

President, Newman Parents' Association, Isidore Newman School, New Orleans, LA (1996-1997)

Chairman of the Board (and various other leadership positions), First Church of Christ, Scientist, New Orleans, LA

Personal:

Married to Kim Walter Sorrells, 27 years
Kim and I are parents of four grown children

References:

Available upon request

Andrew M. Stakelum

612 Julia St , Apt. F • New Orleans, LA 70130 • (504)615-2255 • astakelum@lemle.com

EDUCATION

Tulane University Law School   New Orleans, LA

Juris Doctor, May 2006 - *Cum Laude*
- Recipient of Tulane's Maritime Law Certificate
- Law School Scholarship Recipient
- Managing and Notes & Comments Editor of the Tulane Maritime Law

Journal
- Authored published casenote - *Freudensprung v. Offshore Technical Services, Inc.* Has the Fifth Circuit Sunk the Seaman's Exclusion From Arbitration? 29 Tul. Mar. L.J. 451
- Member of the Business Law Society

University of Georgia, Terry College of Business

Athens, GA

Bachelor of Business Administration, May 2003 - *Magna Cum Laude*
- Major in Finance with emphasis in Accounting
- Regents Scholarship, Charter Scholarship
- Presidential Scholar (Spring '00, Fall '01)
- Dean's List (Fall '99, '00, Spring '01, '02, '03)

WORK EXPERIENCE

ASSOCIATE

Lemle & Kelleher, L L.P   August 2006- Present- New
Orleans, LA
- Associate in the Admiralty & Maritime section,
- Work primarily consists of litigation based defense of maritime related property and personal injury matters as well the drafting and review of maritime contracts, additional experience in insurance coverage disputes and products liability defense.

SUMMER ASSOCIATE

                                                    Spring 2006- New Orleans, LA

Ternbery, Carroll, & Yancey, L.L.P.
- Work Primarily consisted of research and drafting of memoranda and pleadings related blue-water admiralty litigation, including Jones Act issues, cargo claims, and charter party agreements

SUMMER ASSOCIATE

                                                    Summer 2005- New Orleans,
                                                    LA

Christovich & Kearney, L L P.
- Work primarily consisted of research and drafting of memoranda related to class action defense, personal injury defense, and products liability defense; drafts of exceptions and memoranda in support of and opposition to motions

SUMMER ASSOCIATE   Summer 2005- New
Orleans, LA

                                                    Wagner & Bagot, L L.P.

- Work primarily consisted of research and drafting of memoranda related to toxic tort defense and various admiralty issues, including Jones Act, allisions, and limitation of liability; responses to discovery requests and drafts of status letters to clients

INTERESTS

Saltwater fishing and golf

Jeffray A. Teague

2857 Annunciation St,
New Orleans, La. 70115
(504) 813-3458
jeffrayteague@yahoo.com

Work Experience:

Controller

Fastorq, LLC   Harvey, La
(A Subsidiary of Superior Energy Services, Inc.)
- Prepare reports which summarize and forecast company business activity and financial position in areas of income, expenses, and earnings based on past, present, and expected operations.
- *Manage and support six accounting staff responsible for all accounting functions including accounts payable, accounts receivable, billing, and payroll*
- Coordinate annual internal audit
- Direct preparation of annual budget
- *Prepare reports required by regulatory agencies*
- Responsible for maintaining fixed asset accounting system
- Prepare financials and all supporting schedules for monthly and quarterly reporting

Cost Accounting Manager

Mechanical Equipment Company, Inc.   Houston, Tx./New Orleans, La.
December 2001 – April 2006
- Prepare reports and analysis related to month-end and year-end closing of inventory and cost of sales accounts.
- *Work with public auditors in completion of annual audit including preparation of client assistance schedules and discussion of inventory/cost accounts.*
- Improved job cost control by designing an estimate-to-complete procedure for jobs in progress. This has helped identify cost overages earlier in the life of the job
- Researched and implemented percentage-of-completion accounting for an approximately $51 million contract with the United States Army
- Prepare billings and work with various governmental agencies on the United States Army contract
- *Coordinate efforts with different areas of the company to determine amount of claim for property damage and business interruption loss related to Hurricane Katrina*

Audit Manager
Ernst & Young, LLP   New Orleans, La
October 1995 – December 2001
- Supervised engagement teams to successfully complete various client year-end audits
- Reviewed and analyzed financial statements for various clients.
- *Successfully managed several engagements to budget and deadlines.*
- Involved in campus recruiting and interview process.
- Participated in the counselor program as counselor for three staff members of the firm.

Activities: **Young Leadership Council**
- Member 2001-Present, 1998-1999, Board Member 2002-Present
- Vice-President-Membership 2002, successfully achieved the highest membership totals in organizational history (over 1,200 members)
- Treasurer 2003, managed approximately $400,000 budget, prepared bank reconciliations, reviewed and signed check disbursements. Responsible for filing and review of annual Form 990 not-for-profit tax return.
- Finance Committee Member 2003-Present
- Nominating Committee Member 2006
- Leadership Development Series – Graduate

Big Brothers/Big Sisters of Southeast Louisiana
- Board Member 2002-2005
- Budget/Finance Committee Member 2003-2005
- Treasurer 2005 responsible for coordinating annual audit, signing check disbursements/payroll, and review of bank reconciliations

Loyola University College of Business Administration
- Executive Mentor 2004-2005 mentored eight business freshman for 2004-2005 school year.

Bridge House
- Cochon Cotillion Annual Gala Planning Committee Member 2003-2005
- Cochon Cotillion Annual Gala Planning Committee Volunteer Coordinator 2003-2005
- Thanksgiving & Christmas Feed the Homeless–Tent Coordinator 2002-2006

Metropolitan Area Committee/Committee for a Better New Orleans
- Graduate 2002 Leadership Forum

Loyola University Young Alumni Planning Committee
- ## Member 2002-Present

Irish Channel Neighborhood Association
- Member 2006-Present

Honors: **Loyola University College of Business Administration (CBA)** – 2003 CBA Young Alumnus of the Year
Young Leadership Council – Volunteer of the Year 2004
Young Leadership Council – Leadership Mentor of the Year 2002
Young Leadership Council – Academy Angels, Project Volunteer of the Year 2002

Education: **Bachelor of Business Administration**, Accounting, May 1995
Loyola University   New Orleans, La.

Certification: **Certified Public Accountant, Inactive Status**
Passed all four parts of the November 1995 CPA Exam on first attempt

Professional Affiliation:

Louisiana State Society of CPA's
- Member 1996-Present

Computer Skills:
Microsoft Office 2003, Man-Fact II Accounting/Inventory/Cost Software, Great Plains Accounting Software, FAS Fixed Asset Accounting Software

References: Available upon request.

c. Describe the roles and responsibilities each of the following have played in the application design, development and implementation of the school for the following:
  - Board Officers

Akili Academy will be governed by an odd number of Board members consisting of between 5 and 13 persons The board will remain true to the school's mission, establish school policy, and ensure the financial health and long-term viability of the school The board will represent the various professional experiences and expertise necessary to support the start-up and long-term viability of a charter school Such experiences and expertise include education, finance, law, non-profit, and community leadership, The Board will include a Chair and Vice Chair, a Secretary, and a Treasurer. Board members will serve renewable three-year terms Each board member will serve on one of the following subcommittees: Governance, Finance, Development, or Academic Accountability. In conjunction with governing the school, the Board will also be responsible for hiring the school's Executive Director Monthly board meetings will be held in compliance with the open meetings law and community members will be encouraged to attend. The Executive Director will serve as an ex-officio member of the board.

The Executive Director will implement the school's mission, lead the school and report directly to the Board The Executive Director will oversee all long term financial planning for the school, including long term fundraising goals, fiduciary responsibilities, and regulatory concerns. The Executive Director also has the responsibility of reporting to the Board on all major, school related matters The Executive Director will attend board meetings, report academic results, financial reports, legal issues and other pertinent documents for display and review. The Executive Director will be charged with hiring, setting compensation for, supporting and evaluating all other school staff.

While the Lead Applicant and proposed Executive Director is not part of a specific Charter Management Organization, Mr. Gallagher is currently participating in a highly selective yearlong Fellowship with Building Excellent Schools, a non-profit organization that trains and supports a small cohort of individuals to found and lead outstanding urban charter schools Additionally, the Lead Applicant is working closely with New Schools New Orleans throughout the charter application process. Both of these organizations work closely with charter schools and their leaders to help ensure that their schools are of the highest caliber, and the founding Board anticipates maintaining a long-term relationship with both organizations.

Although the Akili Academy Board of Directors delegates management of the school to the Executive Director, the Board is ultimately responsible for ensuring that the school meets its mission. Therefore, the primary qualifications for serving on the Board are:
1   An unwavering commitment to seeing our students superbly prepared for high school, college, and success in life,
2.   A set of personal and professional skills which will further this effort, including but not limited to:
• A commitment to improving access to quality education for all children regardless of race or economic status,
• An understanding of the Board's obligation to act as effective and vigilant stewards of public funds;
• The ability to be a good judge of information regarding the Executive Director's educational and fiscal management of the school and a willingness to replace the Executive Director if results are less than satisfactory;
• A willingness to focus on the academic achievement of children in the school, and not to divert the board's attention to matters that are peripheral to this mission,
• An ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others;
• Attainment of at least 21 years of age; and,
• Financial and/or legal, business, fundraising, management, governance, real estate development, and educational experience;

3. A willingness to accept and support decisions made in accordance with our by-laws;
4. An ability and willingness to give time and energy to the school; and,
5. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the school

Chair of Board of Directors. The Chair is the senior volunteer leader of Akili Academy who presides at all meetings of the Board of Directors and other meetings as required. The Chair is an ex officio member of all committees of the organization The Board Chair oversees implementation of Board policies and ensures that appropriate organizational systems and procedures are established and maintained Through frequent communication, the Chair maintains a close working relationship with the Executive Director – essential to effective oversight of Akili Academy   The chair is the primary liaison between the Executive Director and the Board. The Chair will.

- Jointly develop with the Executive Director agendas for Board meetings
- Facilitate all Board meetings
- Appoint Chairpersons of all Board committees
- Support annual fund-raising with his or her own financial contributions, recognizing his or her responsibility to set the example for other Board members
- Coordinate Executive Director's annual performance evaluation and informally evaluates the effectiveness of the Board members
- Work with the Board of Directors and paid and volunteer leadership, in accordance with Akili Academy mission and bylaws, to establish and maintain systems for:
o Planning the organization's human and financial resources and setting priorities for future development
o Reviewing operational effectiveness and setting priorities for future development
o Controlling fiscal affairs
o Acquiring, maintaining, and disposing of property
o Maintaining a public relations program to ensure community involvement
o Ensuring the ethical standard
o Ensuring that Akili Academy remains true to the terms of the charter

Vice Chair. The Vice Chair will preside in Board Chair's absence In such absence, the Vice Chair will·
- Preside at meetings of Board of Directors
- Serve as member of standing committees

Treasurer of the Board of Directors. The Treasurer, jointly with the Board Chair and supported by the Executive Director and Chief Financial Officer, ensures that current financial records are maintained, accurately reflecting the financial condition of Alkili Academy. These records will include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets) The Board Treasurer will:
- Participate in the preparation of the budget
- Serve as the Chair of the finance committee
- Ensure that accurate books and records on financial condition are maintained
- Ensure that the assets are protected and invested according to Alkili Academy policy
- Ensure that Alkili Academy complies with corporate and statutory reporting requirements
- Ensure that comprehensive financial reports to the Board are prepared in a timely and accurate manner
- Ensure that the complete records of the organization are available to the individual or individuals preparing the annual financial statements
- Perform all duties incident to the office of the Treasurer
- Educate the full Board about the organization's finances and ensure that full Board completely understands the financial picture of the organization

Secretary of the Board of Directors. The Secretary is the primary steward of the record keeping and organizational documentation of the school The Secretary will:

- Certify and keep at the principal office of the corporation the original or a copy of the bylaws as amended or otherwise altered to date
- Keep at the principal office of the corporation or at such a place as the Board may determine a book of minutes of all meetings of the Directors and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was therefore given, the names of those present or represented at the meeting and the proceedings thereof
- Ensure that all notices are duly given in accordance with the provisions of the bylaws or as required bylaw
- In general, perform all duties incident to the office of the Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

- Individual Board Members

Individual Founding Board members of Akili Academy have already contributed significantly of their time and resources towards the successful creation of the school. Moving forward as a governing Board, the role for individual Board members of Akili academy will be to:

Determine the charter school's mission and purpose. A statement of mission and purpose should articulate the charter school's goals, means, and primary constituents served It is the Board of Directors' responsibility to create the mission statement and review it periodically for accuracy and validity Each individual Board Director should fully understand and support it.

Select the charter school administrator. Boards must reach consensus on the charter school administrators' job description and undertake a careful search process to find the most qualified individual for the position

Support the charter school administrator and review his or her performance. The Board should ensure that the charter school administrator has the moral and professional support he or she needs to further the goals of the charter school. The charter school administrator, in partnership with the entire Board, should decide upon a periodic evaluation of the administrator's performance.

Ensure effective organizational planning. As stewards of the charter school, the Board must actively participate with the staff in an overall planning process and assist in implementing the resulting plan.

Assure adequate resources. One of the Board's foremost responsibilities is to assure that there are adequate resources for the charter school to fulfill its mission. The Board and each individual Board member works in partnership with the charter school administrator and development staff, if any, to raise funds from the community.

Manage resources effectively. The charter school Board, in order to remain accountable to the charter granting entity, parents and students, its donors, the public, and, in the case of a separately incorporated nonprofit, to safeguard its tax-exempt status, must approve the annual budget and ensuring that proper financial controls are in place.

Determine and monitor the charter school's programs and services. The Board's role in this area is to determine which educational programs and services are the most consistent with the charter schools mission, and to monitor their effectiveness

Monitor and ensure compliance with regulatory statutes. The Board should review school policies and programs to ensure compliance with state and federal regulations/laws

Enhance the charter school's public image A charter school's primary link to the community, including constituents, the public, and the media, is the board. Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community, are important elements of a comprehensive public relations strategy.

Assess its own performance It is the Board's responsibility to ensure that the total organization is effective in achieving its mission and efficient in using its resources It should begin this annual discussion by evaluating its success as a board By evaluating its performance in fulfilling its responsibilities, the Board can recognize its achievements and reach consensus on which areas need to be improved.

- Committees

The Board of Directors will have four standing committees: Governance, Finance, Development, and Academic Accountability. Each committee's roles and responsibilities are outlined below.

• Governance Committee. The Governance Committee is responsible for ongoing review and recommendations to enhance the quality and future viability of the Board of Directors. The focus of the committee revolves around the following five major areas:

1. Board Role and Responsibilities
a. Leads the Board in regularly reviewing and updating the Board's statement of its role and areas of responsibility, and the expectations of individual Board members
b. Assists the Board in periodically updating and clarifying the primary areas of focus for the Board – the Board's agenda for the next year or two, based on the strategic plan

2. *Board Composition*
a. Leads in assessing current and anticipated needs for Board composition, determining the Board's knowledge, attributes, skills, abilities, influence, and access the board will need to consider in order to accomplish future work of the Board
b. Develops a profile of the Board as it should evolve over time.
c. Identifies and presents potential Board member candidates and explores with candidate his or her interest and availability in Board service
d. Nominates individuals to be elected as Directors
e In cooperation with the Board Chair, meets annually with each Board member to assess his or her continuing interest in Board membership and term of service Works with each Board member to identify the appropriate role he or she might assume on behalf of the organization.

3. Board Knowledge
a. Designs and oversees a process of Board orientation, including information prior to election as Board member and information needed during the first cycle of Board activity for new Board members.
b. Designs and implements an ongoing program of Board information and education to help Board members.

4 Board Effectiveness
a. Leads the periodic assessment of the Board's performance. Proposes changes, as appropriate, in Board structure, roles, and responsibilities.
b Provides ongoing counsel to the Board Chair and other board leaders on steps he or she might take to enhance board effectiveness.
c Regularly reviews the Board's practices regarding member participation, conflict of interest, confidentiality, etc., and suggests improvements as needed.

d. Periodically reviews and updates the Board's policy guidelines and practices.

5. Board Leadership
a. Takes the lead in succession planning, taking steps to recruit and prepare for future Board leadership.
b. Nominates Board members for election as Board officers.

• Finance Committee. The Finance Committee coordinates the Board's financial oversight responsibilities by recommending policy to the Board, interpreting it for the Directors, and monitoring its implementation. The committee also provides Board oversight of the organization's financial audit.

The committee monitors the organization's financial records; reviews and oversees the creating of accurate, timely, and meaningful financial statements to be presented to the Board; reviews the annual budget and recommends it to the full Board for approval; monitors budget implementation and financial procedures, monitors budget assets; monitors compliance with federal, state, and other reporting requirements; and helps the full Board understand the organization's finances. The committee also recommends the auditor for full board approval and reviews the audit.

The Board Treasurer should chair this committee. Committee members should have a strong background in accounting, finance, or business.

• Development Committee. The Development Committee leads the Board's participation in resource development and fundraising. The committee works with the staff to develop the school's fundraising plan. The committee develops policies, plans, procedures, and schedules for Board involvement in fundraising. It helps educate Directors about the organization's program plans and the resources needed to realize those plans. It familiarizes Directors with fundraising skills and techniques so that they are comfortable raising money. The committee is the Board's central source of information about the fundraising climate in general, and about the status of the school's fundraising activities in particular The committee sets minimum guidelines for Directors' contributions and then solicits those contributions. It also plays a strong role in identifying, cultivating, and approaching major donors Prior fundraising skills and experience or a desire to develop such are important qualifications

• Academic Accountability Committee. The Academic Accountability Committee monitors the school's progress towards all goals as established in the Accountability Plan of Akili Academy's application, and ensures that there are sufficient controls, measures, and supports to reach these goals

The committee reviews: the adequacy of the organization's internal control structure; the activities, organizational structure, and qualifications of the internal audit function, and the policies and procedures in effect for the review of executive compensation and benefits. The committee examines the school's education program and its effectiveness, and analyzes the standardized scores of Akili Academy. If necessary, the committee initiates special investigations and hires special counsel or experts to assist.

- School Leader, if identified

The proposed school leader of Akili Academy has been integral to the efforts to found the school. He has identified and sourced the members of the founding board, is currently participating in the Building Excellent Schools Fellowship, and has been the primary author of the charter application.

- Education Service Provider, if applicable

N/A

27. Describe the intended policies and procedures that will be used by the nonprofit governing board to govern the proposed school

a. Provide a board-approved set of by-laws for the nonprofit corporation, which includes the following:
- officer positions designated and the manner in which officers are selected and removed from office;
- the manner in which members of the governing body are recruited and selected;
- the manner in which vacancies on the governing body are filled; - the term for which members of the governing body serve; and
By-laws should indicate the committees that the corporation would create, e.g., audit, finance, compensation, and delineate the functions and powers of those committees, and the proof of compliance with Louisiana Open Meetings Act.

Document uploaded in response to this question has been placed at the end of the charter application

b. Provide the proposed school's policies and procedures for complying with the *Louisiana Code of Ethics*. The code of ethics and conflict of interest policy applies to board members, officers, and employees of the school. Provide details regarding how the school will handle *Code of Ethics* violations.

The Board of Directors, officers, and employees of American Scholars Academy pledge that their prime responsibility as stewards of public funds and as providers of public education is to ensure that all enrolled students attain the highest education level possible, and in a manner that adheres to the highest levels of ethical responsibility. To that end, the Directors, officers, and employees of American Scholars Academy declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics·

1. Not more than 49% of the people serving on the school's Board may be comprised of: (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

2. Every Board Member has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Directors.

3. The Board of Directors and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care· a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefited by the program.

4. Any Director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

5. Directors representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

6. No Director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

7. Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;

8. Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;

9. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization, or

10. Members of the faculty of the charter school.

11 In no instance shall a Director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Directors for the duration of such business relationship.

12. Directors, officers, or employees of any partner organization with the school other than a for-profit management organization shall hold no more than 40% of total seats comprising the Board of Directors.

13 Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Director shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Director's interest in the matter will be reflected in the Board minutes.

14. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

15 Directors shall not use his or her position with the school to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school

c. Provide the proposed school's policies and procedures for complying with the Louisiana Public Records Law, LA-R.S. 44:1 et seq., remembering that the nonprofit corporation must also comply when acting in their capacity as the governing board of the charter school.

Akili Academy, in full compliance with Louisiana Public Records Law, LA-R.S 44:1 et seq., will make available to any person who makes a formal request any publicly available information relevant to the history and ongoing operations of the school The school may charge a reasonable fee to offset any costs the school incurs in satisfying public records requests

d. In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student records and for the disposition of school assets.

In the event of the dissolution of Akili Academy, the school's student records will be physically transferred to Orleans Parish within five days of the dissolution. Any equipment or cash in the school's possession will be returned immediately to the local school district or to the state as appropriate. Any fixed assets purchased with public funds will become the property of the school's chartering authority.

Further, to ensure parents and the community as a whole are as well prepared as possible for the transition represented by the dissolution of the school, the school will hold a public meeting with at least 10 days of public notice to discuss the parameters of the school's dissolution and to provide parents directed assistance in finding a new school for their children.

e. Provide an annual schedule of Board meetings; include proposed dates, times and location of meetings. Also, include details regarding how notice for board meetings will comply with the Louisiana Open Meetings Act.

All meetings will be held at 6PM at a location to be announced

2008: January 24; February 21; March 20; April 17; May 15; June 19; July 17; August 15; September 18; October 16; November 20; December 18
2009: January 22, February 19; March 18, April 15; May 14; June 18; July 16; August 14

Pursuant to Louisiana Open Meetings Act LSA-R S 42.4.1-13, all meetings of the Board of Directors will be open to the public. The general public will be allowed to observe any meeting of the Board and provide comment Notice of all meetings will be posted in a conspicuous place on Akili Academy's campus and advertised at least 24 hours prior to the meeting.

e. Provide a detailed scheduled of Board meetings that will be held from present until the beginning of the second school year; indicate date, time, location and method of public notice in accordance with the Louisiana Open Meetings Act.

Please reference 27e.

28. Describe nonprofit governing board training and development plans for the nonprofit Board of Directors and membership. The plan for training and development should be on-going including a timetable, specific topics to be addressed and requirements for participation:

As Founding Board members, Akili Academy's Board of Directors will have received two, half-day trainings on charter school governance from Building Excellent Schools The first training has been completed prior to submission of this application; the second will take place immediately after receipt of the charter Subsequent trainings on charter school governance involving Building Excellent Schools through Follow-on services will be planned and structured by the governance committee of the Board.
In addition to the robust training and support the Board will access through Building Excellent Schools, Akili Academy will also participate in governance training offered by New Schools for New Orleans (NSNO) The Board is receiving detailed charter school governance orientation from leading national expert on charter school governance Marci Cornell-Feist on September 23, 2007. The Board will continue to work closely with New Schools for New Orleans (NSNO) who has contracted with Ms. Cornell-Feist as their governance trainer. Through

NSNO, all board members will be required to attend governance capacity building and development sessions. The school anticipates that NSNO will offer a similar suite of programs for board members as it offered this past year Topics included: Charter School Governance 101, The Board's Role in Academic Excellence, Evaluating and Supporting the School Leader, Finding and Recruiting excellent board members, Fundraising 101, and the Role of the Governance Committee.

29. Provide plan for recruitment and succession of nonprofit governing board members. Provide details regarding the types of expertise that is intended for the board, details regarding how individuals will be identified and selected, and who is responsible for recruitment.

Because the Board of Directors must always be a capable and high functioning entity for the school to meet its goals, it is a major responsibility of the board to ensure the school has structures in place to attract talented governance candidates to Akili Academy. The entire board has responsibility for recruiting and cultivating potential members while the Governance Committee will be responsible for the initial vetting and ultimately formal nomination to the whole board of any new Director candidate

In seeking new candidates for the school's Board of Directors, the school will only pursue candidates who demonstrate a strong commitment and passion around the mission of the school while also bringing a significant professional skill or competency which will enhance the board's overall efforts to effectively govern the school If chartered, the school will seek to add another 2-4 members before the school opens to students. Areas of ongoing need include professional fundraising and real estate

30. Describe the relationship the nonprofit governing board will have with the key administrative leaders and/or any significant partner organizations:

The Board shall maintain constant communication with the Executive Director As the chief administrator of the school, the school leader will update the board on a regular basis about school related activities. The school leader will be required to provide updates for the board in each regular meeting.

31. Provide an organizational chart for the school and a narrative description of the chart. The information supplied should indicate clearly the reporting structure of employees to the nonprofit board and staff to the school director(s). If the charter school would contract with a company for management services, also indicate the company's role in the organizational structure of the school. Include delineation of any Professional Partnership Organization.
Please see upload document below

Provide an organizational chart for the school and a narrative description of the chart. The information supplied should indicate clearly the reporting structure of employees to the nonprofit board and staff to the school director(s). If the charter school would contract with a company for management services, also indicate the company's role in the organizational structure of the school. Include delineation of any Professional Partnership Organization.

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                        │ Board of Directors│
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                        │ Executive Director│
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  │ Assoc. Dir of      │                        │ Director of Finance│
  │ Curriculum and     │                        │ and Operations     │
  │ Instruction        │                        │                    │
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│Teaching Faculty│ │Dean of Students│            │Administrative Support Staff│
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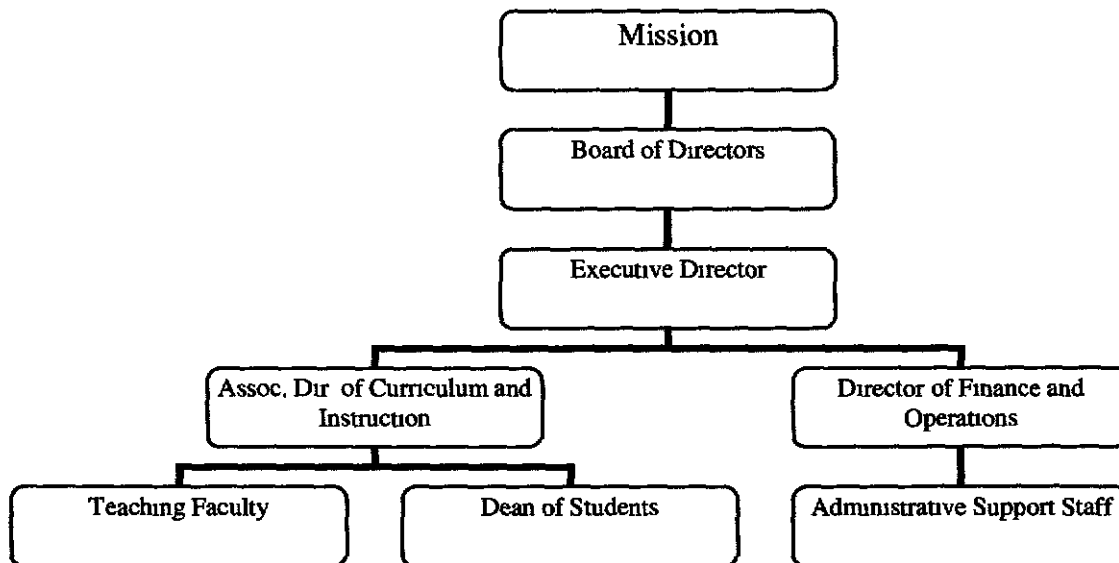
Akili Academy's mission is the primary driving and guiding force behind the operations of the school. Every member of the school community ultimately is accountable to the mission and responsible for reporting on their work as it relates to the mission. The **Board of Directors** is the group of individuals charged with stewarding the mission of the school and ensuring the school's long term organizational viability. The Board is responsible for setting organizational policies, setting the general strategic direction of the school, and properly governing the school's ongoing operations to ensure they are conducted in a manner consistent with the mission and with the law. The Board is responsible also for hiring the chief executive of the school, the **Executive Director**. The Executive Director is responsible for managing and directing the daily operations of the school and working closely with the board to set the school's strategic direction. The Executive Director then hires the remaining staff of the school. The two primary leadership positions hired by the Executive Director are the **Director of Curriculum and Instruction** and the **Director of Finance and Operations**. Those two administrators are broadly responsible for leadership of the two primary functional areas of the school—the academic program and instruction and the operations and finance of the school. The Executive Director also hires a **Director of Development** who works closely with the Executive Director to manage the school's fund development and external relations responsibilities

In terms of reporting responsibilities, the teaching staff, special education staff, and Dean of Students all report to the Director of Curriculum and Instruction primarily. The administrative staff including administrative assistants and coordinators all report to the

Director of Finance and Operations   The Director of Development, the Director of Curriculum and Instruction, and the Director of Finance and Operations all report to the Executive Director directly who then reports to the Board of Directors exclusively.

Akili Academy will not contract with any management or professional partnership organization.

32. Discuss any fee-based commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school. Programs and partnerships that are described elsewhere in the Application should be documented by providing evidence and intent of services to be provided to the school. Evidence of support may include letters of intent, memoranda of understanding, and/or contracts. Response should clearly indicate the purpose, scope of services, and how the partnership supports the overall mission, school philosophy and education program:

N/A

32a. If applicable, upload letters of intent, memoranda of understanding, and/or contracts:

EMPLOYMENT

33. Provide a staffing plan for the school. The staffing plan should indicate Instructional and Non-Instructional personnel. Identify the number of classroom teachers, teaching aides or assistants, as well as any specialty teachers. Also, include details regarding the support and operational staff.

The response to question 34 is included in the upload in response to question 34.

34. Provide qualifications, credentials and resume of principal candidate. If principal has not been selected, identify the qualifications and experience level sought for principal.

Sean Gallagher is the Lead Founder and proposed Executive Director of Akili Academy. As a veteran educator in urban public schools, Mr. Gallagher is determined to provide a world-class public education for all students. Mr. Gallagher began his career as a call center manager for the Vanguard Group, but quickly realized his passion for eliminating the achievement gap in the city and began teaching middle school in North Philadelphia. Growing frustrated with the lack of system-wide urgency in the public school district of Philadelphia, he became part of the start-up phase of the acclaimed Mastery Charter High School, teaching for three years and pushing 97% of the first graduating class toward acceptance to college (compared to 61% in the School District). Mr. Gallagher was then hired as the Vice Associate Director of Curriculum and Instruction at Independence Charter School (ICS), honored as a 2007 National Charter School of the Year by the Center for Education Reform. Founding the ICS middle school program, Mr. Gallagher saw 41 of 42 of his first graduating 8th graders accepted to special admission private and public/charter high schools, an unprecedented rate for public school students in Philadelphia Currently, Mr. Gallagher is a Fellow in the Building Excellent Schools Fellowship where he was selected from over 500 applicants across the country to participate in a rigorous Fellowship and training program preparing him to design, found, and lead an outstanding urban charter school Mr Gallagher holds degrees from Villanova University (Economics), Drexel University (Instruction), and Gwynedd-Mercy College (Educational Administration). In addition to Mr. Gallagher, Akili Academy will hire an Associate Director of Curriculum and Instruction, who though not hired by the Board of Directors, will serve as a critical second leader of the school, working to provide leadership and management of the school's academic program while also serving as the instructional leader of the school. Gallagher, as Executive Director is responsible for the overall leadership and management of the organization paying particular attention to matters external to the daily functioning of the school including public relations, finance, fundraising, facilities, governmental relations, and Board of Directors management

Recruitment Plan for Associate Director of Curriculum and Instruction

Akili Academy, under the leadership and direction of Sean Gallagher, has already begun the critically important work of recruiting and identifying an appropriate candidate to assume the responsibilities of Associate Director of Curriculum and Instruction. Mr Gallagher and the founding board have already participated in an exercise aimed at developing and flushing out any potential ADCI candidates contained in their personal networks. As candidates have been identified, Mr. Gallagher has been in immediate touch to begin preliminary discussions about Akili Academy and the opportunities for leadership therein. Beyond tapping personal and professional networks, Gallagher intends to leverage strong relationships with local colleges and universities including University of New Orleans, Dillard, Xavier, LSU, Loyola and Tulane to publicize the opportunity and begin to solicit interested candidates for the position Mr. Gallagher will also have the opportunity to access opportunities for leadership recruitment through Building Excellent School's national partnership with Teach for America. Through the partnership, Mr. Gallagher and any other members of the founding group will have priority access to TFA's resume books, and recruiting events, which Gallagher intends to attend to meet as many well qualified candidates for the school. Also, because of New Leaders for New School's prominent position in the training of principal candidates for New Orleans, the school will explore any and all potential avenues for a NLNS trained leader to be placed as Associate Director of Curriculum and Instruction at Akili Academy

The founding board intends to have the Associate Director of Curriculum and Instruction hired by February of 2008. A job description for the Associate Director of Curriculum and Instruction follows

Associate Director of Curriculum and Instruction

The Associate Director of Curriculum and Instruction will be primarily responsible for the articulation and implementation of the Akili Academy curriculum, instructional, and assessment programs. The Associate Director of Curriculum and Instruction will work to recruit and develop a team of educators who believe that every child deserves the academic foundation to access college and professional careers. The Associate Director of Curriculum and Instruction will be accountable directly to the Executive Director for academic excellence and teacher performance.

The Associate Director of Curriculum and Instruction's responsibilities are expansive. As the instructional leader of Akili Academy, the individual who assumes the role of Associate Director of Curriculum and Instruction must be prepared to work diligently to obtain academic success within the school.

Following is a list of the leadership skills and characteristics that the Associate Director of Curriculum and Instruction will be expected to exhibit.

- Embody, advocate and operationalize the mission, vision and strategic direction of Akili Academy
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, faculty, administrators, and families
- Advocate on behalf of the students, faculty and families in a way that is consistent with the mission of the school
- Embody the characteristics that the school wishes the students to uphold, especially perseverance, social responsibility, and professionalism
- Achieve dramatic and consistent improvement in student academic performance
- With the Executive Director, recruit, interview, select, evaluate, and retain outstanding faculty members
- Support the professional development and growth of faculty
- Administer, teach and lead professional development when appropriate
- Design and implement a coherent research-based curriculum in the six core subjects
- Along with the Executive Director, lead community meetings, faculty meetings, and administrative meetings
- Comply with the charter, accountability requirements, and all relevant law

- Provide all relevant data, reports and information to the administrative team
- Attend and advise the Board of Directors Accountability Committee on a monthly basis
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Support the needs of the faculty in reaching the goal of all children learning
- Work collaboratively with the Executive Director to guide Akili Academy's growth.
- Observe teachers on a regular basis and provide detail feedback both written and oral, formal and informal

In addition the leadership expectations, there are also specific administrative responsibilities that the Associate Director of Curriculum and Instruction must uphold. These include but are not limited to.

- Develop school systems and structures that will maximize student learning
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic achievement
- Assist in student recruitment and family outreach
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure consistency across Akili Academy
- Design the schools' academic standards, benchmarks, assessments, and curriculum to align with state and national standards
- Assist in the planning and implementation of the teacher summer training institute
- Coordinate administration of all standardized evaluations including six-week assessments, city and state tests, and nationally-normed exams
- Document and disseminate the schools' curriculum units and academic processes
- Mediate and manage conflicting demands of the teaching staff
- Establish personnel policies and standards of conduct in conjunction with the administrative team
- Set and monitor the teaching schedule for the core faculty
- Prepare and submit timely reports, evaluations, to all external agencies and funding sources as required
- Teach as needed
- Serve as the primary substitute teacher
- Perform other tasks as assigned by the Executive Director

An outstanding candidate for Associate Director of Curriculum and Instruction would have the following qualifications and experience.
- Strong commitment to the mission and vision of Akili Academy
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Solutions-orientated strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success, quantifiable and objective student performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-orientated strategic thinker who overcomes difficult organizational challenges
- Exceptional public speaker, writer and editor, especially of lesson plans, unit plans, and other curricular materials
- Strong knowledge of curriculum for kindergarten through eighth grade students
- Technological proficiency with a basic understanding of statistics, regression and data analysis

- Energy and entrepreneurial spirit for a start-up charter school
- Professional demeanor, strong work-ethic. detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-tasks, delegate, and lead by example
- Three to five years of urban teaching and educational leadership experience is preferred

34a. If applicable, upload resume of principal candidate:

Please see upload document below

Provide a staffing chart for the school. The staffing chart should indicate Instructional and Non-Instructional personnel. Identify the number of classroom teachers, teaching aides or assistants, as well as any specialty teachers Also, include details regarding the support and operational staff.

	Year 1	Year 2	Year 3	Year 4	Year 5
	2008-09	2009-10	2010-11	2011-12	2012-13
Instructional Staff					
Master Teachers	4	6	8	10	8
Apprentice Teachers	4	6	6	6	6
Math	--	--	--	--	1
Science	--	--	--	--	1
Social Studies	--	--	--	--	1
English/Language Arts	--	--	--	--	1
Arts/Technology	--	--	--	--	0 5
Physical Education	--	--	--	--	0.5
Student Support Coordinator	1	1	1	1	1
Total Instructional Staff	**9**	**13**	**15**	**17**	**20**
Administrative Staff					
Executive Director	1	1	1	1	1
Associate Director of C&I	1	1	1	1	1
Dir of Finance and Operations	1	1	1	1	1
Director of Development	--	1	1	1	1
Dean of Students	1	1	1	1	1
Office Manager	1	1	1	2	2
Total Administrative Staff	**5**	**6**	**6**	**7**	**7**
Total Staff	**14**	**19**	**21**	**24**	**27**
Student Teacher Ratio	**12:1**	**12:1**	**14:1**	**16:1**	**16:1**

The staffing chart above indicates salaried staff positions at the school. Akili Academy does intend to engage individuals and/or other groups to provide various enrichment or other programming to students

Akili Academy Staffing Chart   1

Sean Gallagher

200 South Broadway St, Suite 108 ♦ New Orleans, LA 70118 ♦ 504-491-8198 ♦
sgallagher@buildingexcellentschools.org

Objective

To found and lead an outstanding charter school in New Orleans, utilizing demonstrated leadership, culture-building, communication, and instructional skills proven by 12 years of success in urban public schools, the last five years with two of Philadelphia's most acclaimed new charter schools

Profile

Passionate, team-oriented educator with a track record of facilitating exceptional achievement by middle and high school students typically underserved by public education Catalyst in the start-up phase of two outstanding charter schools, leading the creation of norms and traditions that guide each school's unique culture. Comfortable and skillful in facilitating difficult conversations between students, colleagues, parents, and community members. Significant training and experience with many curricular models, including a focus on social and emotional learning programs Fun-loving and able to maintain a sense of humor under pressure, with a strong belief that schools must embrace a safe, positive work environment to be sustainable. Possessed of an unwavering belief that all children can excel academically if provided with the necessary resources and an environment of trust and high expectation

Professional Experiences

FELLOW (August 2007 to present)
Building Excellent Schools, Boston, MA

Building Excellent Schools is an established national non-profit organization based in Boston, MA committed to improving the academic achievement of students in the nation's urban centers. Its core program is the Building Excellent Schools Fellowship, a 12-month, full-time, comprehensive training program that prepares dedicated, hard-working, and talented individuals to design and open academically excellent urban charter schools. To date, 30 Building Excellent Schools Fellows have founded schools that have opened or will open by the fall of 2008. In its quest to build and perpetuate educational excellence, Building Excellent Schools holds the core belief that academic performance drives every element of a school, including design, leadership, culture, decisions, and governance. Building Excellent Schools further believes that the only legitimate measure for a school's performance is the academic achievement of its students.

VICE PRINCIPAL (July 1, 2005 to July 31, 2007)
Independence Charter School, Philadelphia, PA
(Honored as a 2007 National Charter School of the Year by the Center for Education Reform)

Hired to create and lead the middle school program after charter revision allowed for expansion from existing grades K-5 to K-8. First class of 8th graders graduated this June with an unprecedented 40 of 42 students accepted to special admission public, charter, and private high schools.

♦Coordinate all testing and data reporting, meeting NCLB Adequate Yearly Progress goals in all three years that the school has been eligible
♦Instructional leader of a middle school teaching team that has collaborated to create a world-class curriculum featuring award-winning National History Day teams
♦Recognized as a guiding force in team-building across a very diverse staff, featuring teachers from all over the globe (ICS is a Spanish Immersion school).

♦Introduced the LSCI (Life Skills Crisis Intervention) model for effective behavior intervention, facilitating caring, supportive relationships between students and staff
♦Member of the Strategic Planning Committee, creating a 10 year framework for the future of ICS.

MASTER INSTRUCTOR AND SOCIAL/EMOTIONAL LEARNING SPECIALIST (August 2002 to July 2005)
Mastery Charter High School, Philadelphia, PA

Original teacher at the first Mastery Charter High School, which has since grown to four schools across the city of Philadelphia. Driving force in the development of Mastery's acclaimed Social/Emotional Learning programs, which are cited as being key to Mastery's ability to increase achievement and change culture in the neighborhood schools it has taken over from the School District of Philadelphia

♦Co-created the 1st Year Seminar program, single-sex freshman groups studying non-violence, reproductive health and sexuality, drug/alcohol awareness, and decision making in a confidential environment
♦Developed curricula for and taught math, science, and humanities courses for students entering below 9th grade level. Created Success Seminar, providing intensive support for students falling behind graduation pace
♦Founded the Student Disciplinary Review Committee, a student group hearing disciplinary cases and using the Restorative Justice model to help rebuild damaged relationships across the school community.
♦Co-founded the School Culture Team, introducing the LSCI model for effective behavior intervention.
♦Chosen by colleagues to represent them on both the School Management Committee and the Strategic Planning Committee, working with the Board of Directors and CEO to plan for the expansion of MCH to a second school.

SMALL LEARNING COMMUNITY COORDINATOR AND LANGUAGE ARTS TEACHER (1995 to 2002)
The School District of Philadelphia, PA

Leader of a small "school-within-a-school," located in a neighborhood middle school in Strawberry Mansion, one of Philadelphia's most economically disadvantaged neighborhoods. Attendance (higher) and suspension (lower) data showed significant improvement over data from host school

CALL CENTER MANAGER (1992 to 1995)
The Vanguard Group, Malvern, PA

Education

Master of Arts, Educational Administration (2001)
Gwynedd-Mercy College

Master of Science, Instruction (1996)
Drexel University

Bachelor of Arts, Economics (1990)
Villanova University

Certification

Elementary and Secondary Principal, K-12 (PA)

Professional Organizations/Trainings/Partnerships

♦The Philadelphia Writing Project - Summer Institutes I and II, Leadership Inquiry Seminar
♦Decision Education Foundation, Palo Alto, CA – partnership to integrate DEF curriculum with Mastery Charter 1st Year Seminar curriculum; featured presenter at DEF Summer Institute, 2004

♦KidsPeace, Allentown, PA - Life Skills Crisis Intervention (LSCI) training/partnership
♦The Empower Program, Washington, DC - "Owning Up" anti-bullying curriculum training/partnership
♦International Institute for Restorative Practices, SaferSanerSchools, Bethlehem, PA - Restorative Practices training
♦Planned Parenthood of Philadelphia - "Teen Times" reproductive health curriculum training/partnership
♦University of Pennsylvania – "Be Proud, Be Responsible" STI prevention curriculum training/partnership
♦National Liberty Museum, Philadelphia, PA – partnership for student training in conflict mediation
♦Association for Supervision and Curriculum Development (ASCD) – member
♦Positive Peer Culture, NY, NY – training

Interests

♦Acting/filmmaking - starred in the 2004 independent film <u>Steve Phoenix: The Untold Story</u>
♦Recording and performing musician
♦Avid birder

35. Specify plans for leadership and staff recruitment, selection, development and evaluation for the proposed charter school. Explain how the nonprofit governing board and school administration would handle unsatisfactory leadership/staff performance, as well as leadership/staff changes and turnover:

Leadership and Staff Recruitment

Akili Academy will conduct as thorough a search as possible, both inside and outside of New Orleans to secure the personnel who will work daily in the school to ensure it meets its mission. The recruitment process for every position will begin with members of the school community tapping their personal and professional networks to publicize the opportunity and solicit names of potentially interested candidates. Keeping with the example set by the high performing charter schools upon which Akili Academy is based, Akili personnel will pay particular attention to those referrals which come from operators or others connected with other high performing charter schools.

Beyond the professional and personal networking, the school will publicize all of its job openings on the employment boards of Xavier, University of New Orleans, Dillard, Loyola, Tulane, and LSU both in the general alumni sections and if applicable, any schools of education, business, or law. The school will also advertise openings on several highly-trafficked websites such as Teach for America's Office of Civic and Career Opportunties, the Center for Education Reform, Idealist, and Craig's List The school will also advertise openings in the Times Picayune to the extent that such advertisements will reach and solicit interested candidates for certain positions (i e. the T-P would be more effective for an office manager search than for a Director of Development search). School staff will also attend select job fairs which hold the most promise for hosting a large number of teaching candidates. Among job fairs currently under consideration are the Harvard Business School Social Enterprise fair and the various Teach for America job fairs on offer in various regions throughout the country. Regardless of position, Akili Academy will conduct a full search for every open position, meaning that the school has publicized the position to potential candidates using a variety of modalities and that the school has received a sufficient number of resumes to ensure a qualified candidate will be identified

Selection

For staff positions, the Executive Director, or another staff member he or she designates will review and screen all resumes received for open positions for preliminary indicators of fitness including, but not limited to, appropriate education level, demonstrated commitment to the school's mission, and a general record of competence and achievement. From that initial review of resumes, the Executive Director or his/her designee will conduct phone interviews to further probe candidates' qualifications and explore a potential match between Akili and the candidate From that pool of phone interviewees, a slate of 2-4 finalists will be selected who will then be invited to participate in a more in-depth in person interview involving other staff members, and for teacher candidates a sample lesson The Executive Director, regardless of his participation in the preliminary phases, will meet every candidate before their being hired to work at the school. After the final rounds of interviews have concluded the Executive Director and his/her designee will incorporate all information and feedback and make a hiring decision If appropriate, the Executive Director will require that the search be reopened to bring a more appropriate finalist to the school.

The Board of Directors has a very limited role in staff selection, but will be involved where necessary to support the Executive Director in hiring key administrative personnel at the school.

Development

The general philosophy of staff development at Akili Academy is to ensure that teachers and other personnel are afforded ample opportunities to improve their professional practices pursuant to enhancing their contributions to

the core work of the school, which is preparing each of its students for success in high school and ultimately, college Development for teachers is described in question number 17 of this application. Development for other staff members will involve participation in various activities and trainings which are specific to each staff member's specific job function. The school is committed to ensuring that its non-instructional staff has ample access to ongoing trainings and conferences offered by New Schools for New Orleans, Building Excellent Schools, and the National Alliance for Public Charter Schools. Non-instructional staff will participate in the same manner as instructional staff in development sessions which require collective reflection on the school's practices and frames suggestions for adjustments in the school's programming to better meet the needs of its students.

Evaluation of the Executive Director

The Executive Director, in close collaboration with the Chair of the Board of Directors, will develop yearly performance benchmarks for the school which reflect the accountability plan and goals outlined in this application This accountability document will be completed and approved by the whole Board no later than the September board meeting of every school year.

At the May Board meeting, the Executive Director will submit, first to the Chair of the Board, and then to the entire Board of Directors, a narrative description detailing the progress the Executive Director and the school have made toward meeting the goals outlined in the beginning of the school year. Each member of the Board of Directors will then have an opportunity to respond, in writing, to the Executive Director's narrative and goal progress. After all the comments have been collected, the Board Chair will meet individually with the Executive Director to discuss the Board's responses and present, in writing, a summary of the Board's opinions. Discussions of the Executive Director's performance among the entire Board will occur in executive session. Assuming the Executive Director is rehired, this annual performance review will be followed by a Board-wide discussion and presentation of the Executive Director's salary for the following school year

Evaluation of Administrators

The Executive Director will conduct formal performance reviews on a semi-annual basis (January and June) with the Associate Director of Curriculum and Instruction and the Director of Finance and Operations. Preparatory to the review, the reviewee will complete a self evaluation form which will then be compared to the evaluation form completed by the Executive Director These evaluations will be in the "360 degree" style, meaning that the administrator being reviewed will have the opportunity to provide feedback to the Executive Director regarding his or her performance and the broader performance of the school.

Evaluation of Teachers

Though it is the expectation of Akili Academy to renew the majority of teacher contracts each year, contracts for teacher employment at Akili Academy are one-year at-will contracts Based on the judgment of the Executive Director and as informed by the Associate Director of Curriculum and Instruction, Akili Academy reserves the right not to renew any teacher contract.

Teacher evaluation is an ongoing process at Akili Academy. Our formal evaluation process takes place twice a year At the mid-point of the school year (in January), the Associate Director of Curriculum and Instruction completes a comprehensive evaluation of every teacher. Each teacher also reflects upon his or her own performance and at a conference with the Associate Director of Curriculum and Instruction, a tailored professional development plan is created. This plan includes specific "stretch" achievement goals for the teacher, as well as a plan for specific professional development of the teacher. At the end of the school year, performance against these goals is assessed, and the teacher's final performance evaluation is completed.

More informally, teachers are frequently observed at Akili Academy In many public schools, teachers complain about never being observed. "The principal has never stepped foot in my classroom" is a common refrain. At Akili Academy, our culture is one where continuous learning and growing is deeply embedded -- for children, faculty, and administrators. The Associate Director of Curriculum and Instruction at Akili Academy will visit every classroom several times a week, engaging with teachers, students and the learning environment. Through short feedback notes and informal chats, the ADCI gives specific feedback -- positive and corrective -- to teachers All classroom doors are left open, and teachers are free to observe and learn from one another.

Response to Unsatisfactory Performance

Because academic performance is the central driving force of the school, Akili Academy is very intentional about its responses to unsatisfactory employee performance Key to its response is an overarching philosophy that participation as a professional staff member a the school is tied inextricably to performance and not to tenure, experience, or other considerations Every member of the Akili professional staff is on the staff exclusively because of their demonstrated capacity to participate in meaningful, measurable ways to the ongoing success of the school. There is no room on the Akili Academy staff for individuals who are unable to make those meaningful and measurable contributions The founding board is deeply committed to acting swiftly and decisively when a staff member demonstrates unsatisfactory performance.

When a staff member manifests unsatisfactory performance, that staff member's direct supervisor will provide immediate, direct, and written feedback to the effect of informing the staff member of their underperformance and setting up an urgent meeting to discuss next steps The results of the subsequent in person meeting, which will whenever possible include the Executive Director and the staff person's direct supervisor will be a detailed and specific action plan with clearly defined time targets for addressing all elements of underperformance.

Should that staff member fail to meet the goals as outlined in the action plan, the Executive Director and the staff member's direct supervisor will explore other options including, but not limited to, the creation of a further action plan and/or dismissal.

This procedure applies to administrators as well as teachers. For the Executive Director, the Board Chair will be the primary point person in continually monitoring the work of the Executive Director and the performance of school as a whole Should the Board Chair observe any issues of concern regarding the performance of the Executive Director and/or of the school, he or she will call an emergency meeting of the Board and immediately enter executive session to discuss the issue(s) and if necessary develop a short-term action plan to immediately address the problems in an expedient fashion. Should the Executive Director be unable to make satisfactory progress towards meeting the objectives outlined in the action plan, the Board Chair along with the entire Board of Directors will explore other methods and avenues directed towards ameliorating the issues, which might include dismissing the Executive Director.

Any decision involving a personnel change will be deeply considered and made only if it is the only clear alternative to remedying a situation which is hindering the school's ability to meet its mission Because of the school's commitment to accountability and performance, continuing staff members, though concerned, to be sure, will not be excessively negatively impacted by a change in staff or in leadership during the ongoing operations of the school Teachers will instead see such transitions as affirmations of the school's fundamental commitment to ensuring that the school prepares each of its students for success in high school and college.

36. Provide proposed school personnel policy regarding teachers. Include the school's plan to ensure that teachers are state certified as provided by law and in compliance with highly qualified personnel under NCLB. Also include:
   a. the procedures for hiring and dismissing school personnel:

In line with the requirements for Type 5 charter schools, Akili Academy will hire teachers who have qualifications that are consistent with the requirements of state and federal law Further, in the second school year of operation, there will be no fewer teachers certified by the state board than was the case in the school prior to its transfer to the Recovery School District. Beginning no later than the third school year of operation, a certified teacher will teach every core subject.

Akili Academy's Associate Director of Curriculum and Instruction will be responsible for ensuring that all school instructional personnel is also highly qualified as defined under NCLB. She will retain records and disseminate ongoing training and development opportunities to teachers pursuant to them becoming highly qualified. The school's plan is generally to hire personnel who already meet the NCLB requirements.

Equal Opportunity Employer

Akili Academy is an equal opportunity employer This means that Akili Academy provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. This policy applies to all terms and conditions of employment, including but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.
Harassment

Akili Academy expressly prohibits any form of unlawful employee harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. Improper interference with the ability of Akili Academy's employees to perform their expected job duties is not tolerated. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes.
Sexual harassment is considered to be.

1.   Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where.
•   Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
•   Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
•   Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.

2.   Offensive comments, jokes, innuendoes, and other sexually oriented statements.
3.   Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.
Harassment or Discrimination Complaint Procedure

The Executive Director and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers

If you experience any job-related harassment based on your sex, race, national origin, disability, or another factor protected by law, or believe that you have been treated in an unlawful, discriminatory manner, promptly report the incident to your supervisor or to the Executive Director

Complaints will be investigated promptly. Your complaint will be kept confidential to the extent possible.

If Akili Academy determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary action may be taken against the offending employee, up to and including termination of employment.

Akili Academy prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Accommodations for Individuals with Disabilities

Qualified individuals with a disability may make a request for reasonable accommodation to the Executive Director. On receipt of an accommodation request, The Executive Director will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that Akili Academy might make to help overcome those limitations. Akili Academy may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitations

The Executive Director in conjunction with the appropriate school representatives identified as having a need to know), will determine the feasibility of the requested accommodation

The Executive Director will inform the requesting individual of Akili Academy's decision on the accommodation request or on how to make a reasonable accommodation.
Immigration Law Compliance

Akili Academy does not hire anyone who is not a citizen of the United States, or is not a non-citizen that is authorized to work in the U.S. under the Immigration Reform and Control Act of 1986 As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States
Code of Conduct

An obligation rests with every employee to render honest, efficient and courteous performance of duties. As an integral member of the Akili Academy team, you are expected to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit a high degree of integrity at all times. We ask that employees take responsibility and be held accountable for adhering to this philosophy.

We enlist the help and concern of all employees to ensure that work areas are safe and free of hazardous conditions.

When performance or conduct falls short of our standards or expectations, the school may take action, which in its opinion, is appropriate.

Disciplinary actions can range from a formal discussion with an employee about the matter to an immediate discharge Action taken by the school in individual cases should not be assumed to establish a precedent in other circumstances.
Employee Attendance and Punctuality

The overall operation of Akili Academy depends on the presence of all of our employees. Therefore, all employees are expected to report to work on time, on all scheduled workdays and during all regular work hours.

If you are unable to work or you will be late for work, you must notify the Executive Director no later than one hour before your regular starting time. You must call the Executive Director each day of your absence, no later than one hour before your regular starting time, until a date of return has been established.

If an employee is absent without giving notice, the employee may be considered as having voluntarily resigned In addition, absenteeism that is deemed excessive in the Executive Director's sole discretion may result in discharge.

Salaries and Wages

Akili Academy will consider a wide variety of factors in setting its salary pay scale. These may include, but are not limited to:

- Past teaching performance at Akili Academy or elsewhere
- Level of education
- Years of teaching experience

Pay Periods

Pay dates fall on the 15th and the last day of each month For your convenience, automatic payroll deposits to the bank account of your choice is available.

Withholding and deductions will be made for federal, state and/or city taxes as well as for other authorized deductions such as health care plan costs, etc.

Hours

All full-time salaried employees (teachers and administrators) are required to be at the school from 7:15AM to 4:45 PM on every school day, Monday, Tuesday, Wednesday, Thursday and Friday. All full-time employees are also required to attend all special events, including but not limited to parent nights and field trips.

Open Door Policy

If you have a work-related problem or feel that procedures are not properly applied, we have an open door policy. However, you are encouraged to take your problems to your immediate supervisor before proceeding to the Executive Director, as the majority of misunderstandings can be resolved between employees themselves and/or their supervisor.

Personnel Records

Akili Academy keeps a personnel file on each employee To ensure that your personnel file is up-to-date at all times, notify the Office Manager in writing of any changes in your name, telephone numbers, marital status, number of dependents, beneficiary designations, scholastic achievements, the individuals to notify in case of an emergency, and so forth.

Reference Checks

All inquiries regarding a current or former Akili Academy employee must be referred to the Executive Director.

Should an employee receive a written request for a reference, he or she should refer the request to the Executive Director for handling. No Akili Academy employee may issue a reference letter to any current or former employee without the permission of the Executive Director.

Under no circumstances should any Akili Academy employee release any information about any current or former Akili Academy employee over the telephone All telephone inquiries regarding any current or former employee of

Akili Academy must be referred to the Executive Director.

In response to an outside request for information regarding a current or former Akili Academy employee, the Executive Director will furnish or verify only an employee's name, dates of employment, job title and department No other data or information regarding any current or former Akili Academy employee, or his or her employment with Akili Academy, will be released unless the employee authorizes Akili Academy, in writing, to release such information or Akili Academy is required by law to furnish any information.

Confidentiality

All of the operations, activities, business affairs, and records of Akili Academy are confidential and employees must, therefore, treat all such matters accordingly No school related information, including without limitation, documents, files, records, computer files or similar materials (except in the ordinary course of performing duties on behalf of Akili Academy) may be removed from work premises without permission from the Executive Director. Additionally, the contents of Akili Academy's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required by a business purpose

Telephone

All teachers have access to a telephone at the school These phones are intended for school business only. Teachers are strongly encouraged to provide students with a number they can call for help on homework in the evening These numbers may be cell phones or home phones.

Personal Property

Teachers may bring their own property to school for their classroom or their desk. The school is not responsible for any property lost or stolen, during, or outside of school hours. Teachers are discouraged from keeping valuables at school

Dress Code

Teachers are expected to maintain the highest degree of professionalism throughout the terms of their employment at Akili Academy. All male teachers are expected to wear dress shirts, ties, dress slacks, and dress shoes on each school day. All female teachers are expected to wear comparable professional attire, including dress slacks or skirts and dress shoes.

Smoking

Akili Academy is a smoke-free campus. Teachers may not smoke anywhere on campus, anywhere off campus that is visible from on campus, or anywhere that they reasonably expect to encounter students during the school day

Use and Care of Equipment

All equipment, furniture, and other materials provided by the school are the property of Akili Academy Teachers are expected to treat all equipment with the utmost respect. In general, school materials should not be taken home, with the obvious exceptions of laptop computers and supplies needed to complete work at home.

Technology Resources Policy

The technology resources of the school are made available to teachers in order to ensure the delivery of the academic mission of the school As a result, technology resources should be used for these expressed purposes:

- Teacher use of the Internet and their computers during the school day is intended for academic and teaching purposes only Personal use of the Internet or email should be avoided
- It is strictly forbidden to use school technology to access inappropriate Internet materials (such as pornography), to access any illegal materials, or to conduct any illegal business.

- All files on the school computers and all emails sent or received through a school account are the property of the school and may be monitored or seized at any time at the discretion of the Executive Director. As a result, there is no reasonable expectation of privacy when using the school's technology resources. Use of Akili Academy's e-mail, voice mail, Internet access, and other electronic information resources constitutes the employee's acknowledgment of and consent to this policy and Akili Academy's right to monitor.
The school reserves the right to take disciplinary action for inappropriate use of its technology resources up to and including termination of employment.

Workplace Violence

Akili Academy prohibits any acts or threats of violence by any employee against any other employee in or about school premises or elsewhere at any time. Akili Academy also prohibits any acts or threats of violence by a Akili Academy employee against students, parents, or visitors on school premises at any time or while he or she is engaged in business on behalf of Akili Academy, on or off school premises

Workplace Searches

To safeguard the safety and property of our employees, our students, and the school, Akili Academy reserves the right to inspect any packages, parcels, purses, handbags, briefcases, lunchboxes, or any other possessions or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regard to items brought onto the school premises.

It is considered to be part of each employee's job at Akili Academy to cooperate with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge

At-will Employment

You are free to terminate your employment with Akili Academy at any time, with or without a reason, and Akili Academy has the right to terminate your employment at any time, with or without notice or a reason. Although Akili Academy may choose to terminate employment for cause, cause is not required. This is called "at-will" employment

Teacher Absences

Akili Academy does not provide its employees with formal sick or personal leave time. We understand that situations may arise, and that staff may need to take a personal day due to personal illness or other emergencies

Teachers will be required to notify Akili Academy 24 hours in advance for such a situation and identify an appropriate staff or administrator to substitute for his/her classes. Teachers are expected to take care of all personal business or appointments after school or on non-school days.

Vacations and Holidays

With the exception of personal days, described above, and school holidays, teachers do not receive vacation time. Teachers begin employment on July 1, 2008 and end on June 30, 2009

Administrators and staff work year-round, but receive 2 weeks of paid vacation during the summer.

All school holidays are detailed in the school calendar

Jury Duty

If you are called to jury duty, you must inform your supervisor as soon as possible and provide a copy of the summons. You will receive leave for jury duty. You will be paid your regular wages for the first three days of

jury duty that you would otherwise have been scheduled to work. Thereafter, jury duty is unpaid, except that if you are an exempt employee, there will be no deduction in your salary because of jury duty in any week in which work is performed. Akili Academy has no obligation to pay wages for jury duty until and unless you tender to your supervisor a juror service certificate provided by the Court confirming that you were on jury duty during that period. Employees are expected to return to work on any day or portion of a day they are released from jury duty.
Witness Duty

You may be required by law to appear in court as a witness. If you give reasonable advance notice to your supervisor, you will be able to take unpaid time off
Voting

Employees may have up to two hours off for voting either at the beginning or the end of their scheduled work hours if arrangements are made with their supervisor at least one day before the election The supervisor may specify whether the time is to be taken at the beginning or the end of the employee's scheduled work hours.
Workers Compensation

All employees are covered by Workers Compensation Insurance for job-related illnesses or injuries. In the case of an injury while on the job, immediate medical attention should be sought if necessary The employee should be taken to the nearest hospital emergency room for treatment. No matter how minor an injury may seem, all injuries should be reported to the supervisor as soon as possible, but no later than four days after the injury/illness. Failure to timely report an injury may result in a loss of or reduction in Workers' Compensation.

b. the school's policy for hiring and evaluation of teachers, key school administrators and other employees:

As outlined above, the school's procedures for hiring personnel involve:

The school's Executive Director will make all final hiring decisions, but may delegate aspects of the selection process to other staff as he deems appropriate.

Step 1   Candidate submits a formal application, which at minimum will include a resume, cover letter and short discussion of how the mission of Akili Academy aligns with their professional achievements and goals.
Step 2. Applications are screened for preliminary indications of fit and selected candidates participate in a telephone screening interview. If needed, subsequent telephone interviews are scheduled which may or may not involve other school personnel.
Step 3: Finalists are invited to interview in-person with at least two members of the school's staff or board, if appropriate. Teachers and other key administrators will be required to perform a demonstration teaching lesson as part of their interview.
Step 4. If a candidate manifests as strong enough to receive an offer of employment after their in-person interview, they will be asked to provide references, which will be checked thoroughly prior to an offer of employment being extended.
Step 5: If the reference checks affirm the preliminary conclusions of the school's staff regarding the selected candidate, a formal offer of employment will be extended.

The school's procedures for dismissing an employee involve:

The school's Executive Director is the only administrator with the authority to terminate
the an individuals employment on behalf of the school

Should he or she choose to terminate an employee, the Executive Director will.

1. Fully document the reasons for dismissal including any pertinent evidence to support the decision.
2. Inform the employee of the decision to dismiss, ask for a letter or resignation and outline a timeframe for remaining work, if any.
3. Process all necessary paperwork to ensure the employee is aware of their rights to continuing benefits (i.e. COBRA) if applicable
4. Document all communications before, during, and after the dismissal to ensure the process proceeded in accordance with state and federal law

b   the school's policy for hiring and evaluation of teachers, key school administrators and other employees,

Selection

For staff positions, the Executive Director, or another staff member he or she designates will review and screen all resumes received for open positions for preliminary indicators of fitness including, but not limited to, appropriate education level, demonstrated commitment to the school's mission, and a general record of competence and achievement. From that initial review of resumes, the Executive Director or his/her designee will conduct phone interviews to further probe candidates' qualifications and explore a potential match between Akili and the candidate. From that pool of phone interviewees, a slate of 2-4 finalists will be selected who will then be invited to participate in a more in-depth in person interview involving other staff members, and for teacher candidates a sample lesson. The Executive Director, regardless of his participation in the preliminary phases, will meet every candidate before their being hired to work at the school. After the final rounds of interviews have concluded the Executive Director and his/her designee will incorporate all information and feedback and make a hiring decision. If appropriate, the Executive Director will require that the search be reopened to bring a more appropriate finalist to the school.

The Board of Directors has a very limited role in staff selection, but will be involved where necessary to support the Executive Director in hiring key administrative personnel at the school.

Evaluation of the Executive Director

The Executive Director, in close collaboration with the Chair of the Board of Directors, will develop yearly performance benchmarks for the school which reflect the accountability plan and goals outlined in this application This accountability document will be completed and approved by the whole Board no later than the September board meeting of every school year

At the May Board meeting, the Executive Director will submit, first to the Chair of the Board, and then to the entire Board of Directors, a narrative description detailing the progress the Executive Director and the school have made toward meeting the goals outlined in the beginning of the school year. Each member of the Board of Directors will then have an opportunity to respond, in writing, to the Executive Director's narrative and goal progress After all the comments have been collected, the Board Chair will meet individually with the Executive Director to discuss the Board's responses and present, in writing, a summary of the Board's opinions. Discussions of the Executive Director's performance among the entire Board will occur in executive session. Assuming the Executive Director is rehired, this annual performance review will be followed by a Board-wide discussion and presentation of the Executive Director's salary for the following school year.

Evaluation of Administrators

The Executive Director will conduct formal performance reviews on a semi-annual basis (January and June) with

the Associate Director of Curriculum and Instruction and the Director of Finance and Operations. Preparatory to the review, the reviewee will complete a self evaluation form which will then be compared to the evaluation form completed by the Executive Director These evaluations will be in the "360 degree" style, meaning that the administrator being reviewed will have the opportunity to provide feedback to the Executive Director regarding his or her performance and the broader performance of the school.

Evaluation of Teachers

Though it is the expectation of Akili Academy to renew the majority of teacher contracts each year, contracts for teacher employment at Akili Academy are one-year at-will contracts. Based on the judgment of the Executive Director and as informed by the Associate Director of Curriculum and Instruction, Akili Academy reserves the right not to renew any teacher contract

Teacher evaluation is an ongoing process at Akili Academy. Our formal evaluation process takes place twice a year. At the mid-point of the school year (in January), the Associate Director of Curriculum and Instruction completes a comprehensive evaluation of every teacher. Each teacher also reflects upon his or her own performance and at a conference with the Associate Director of Curriculum and Instruction, a tailored professional development plan is created. This plan includes specific "stretch" achievement goals for the teacher, as well as a plan for specific professional development of the teacher. At the end of the school year, performance against these goals is assessed, and the teacher's final performance evaluation is completed

More informally, teachers are frequently observed at Akili Academy In many public schools, teachers complain about never being observed. "The principal has never stepped foot in my classroom" is a common refrain. At Akili Academy, our culture is one where continuous learning and growing is deeply embedded – for children, faculty, and administrators The Associate Director of Curriculum and Instruction at Akili Academy will visit every classroom several times a week, engaging with teachers, students and the learning environment. Through short feedback notes and informal chats, the ADCI gives specific feedback – positive and corrective – to teachers. All classroom doors are left open, and teachers are free to observe and learn from one another.

c. a complete job description and responsibilities for all staff members; and
Please see upload document below

Executive Director

The Executive Director of Akili Academy will be directly accountable to the Board of Directors for the schools' educational outcomes and operations, focusing primarily on external and non-academic functions, including Board relations, regulatory reporting, financial operations, fundraising and organizational viability. This person will be Akili Academy's leader with complete administrative oversight

The Executive Director's responsibilities are expansive. As the leader of Akili Academy, the individual who assumes the Executive Director's position must be prepared to carry many different roles. This position includes management of all areas of the school from academic achievement to personnel management and financial oversight.

Following is a list of the leadership skills and characteristics that the Executive Director will be expected to exhibit.

- Embody, advocate and operationalize the mission, vision and strategic direction of Akili Academy
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, faculty, administrators, and families
- Advocate on behalf of the students, faculty and families in a way that is consistent with the mission of the school
- Embody the characteristics that the school wishes the students to uphold, especially perseverance, social responsibility, and professionalism
- Achieve dramatic and consistent improvement in student academic performance
- Serve on the Board of Directors and all Board committees, providing the essential data, relevant reports, and information necessary to govern the school in a timely manner
- Recruit, appoint, support, manage, and evaluate the Associate Director of Curriculum and Instruction, Assistant Associate Director of Curriculum and Instruction, Director of Finance and Operations, Teachers, and all other staff
- Support the professional development and growth of faculty and administrative staff
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders.
- Along with the Associate Director of Curriculum and Instruction, lead community meetings, faculty meetings, and administrative meetings
- Administer, teach and lead professional development when appropriate.
- Comply with the charter, accountability requirements, and all relevant law

In addition to the leadership responsibilities, the Executive Director will have key administrative duties. Below is an illustrative list of the administrative duties that the Executive Director will be expected to complete.

- Use data driven analysis to evaluate academic achievement of teachers and students
- Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement
- Recommend staffing levels and budgetary priorities to the Board of Directors
- Document and disseminate the school's academic and operational processes
- Establish and implement personnel and discipline policies and standards of conduct for students and staff in conjunction with the administrative team
- Mediate and manage school-related conflicts
- Handle employment and dismissal of personnel; salaries and contracts; job assignments and performance evaluation, and orientation and training.
- Prepare and submit timely reports, evaluations, and data to all external agencies and funding sources
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize student achievement.
- Work with the Board and its Committees, and, once hired, with the Development Director to marshal resources for capital improvements and a permanent facility, for extracurricular curricular opportunities, and supplemental academic programs.
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.
- Develop school systems and structures that will maximize student learning.
- Perform and execute any other tasks that are assigned by the Board of Directors.

An outstanding candidate for Executive Director would have the following qualifications and experience:

- Strong commitment to the mission and vision of Akili Academy
- Experience in education, strategic planning, staff development, board relations, financial management, and operations
- Motivational and energetic leader who is committed to excellence
- Solutions-orientated strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked and measurable success
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations
- Experienced public speaker
- Well-developed technical and persuasive writer
- Previous high-level management experience
- Personal and professional integrity

- Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes

Associate Director of Curriculum and Instruction

The Associate Director of Curriculum and Instruction will be primarily responsible for the articulation and implementation of the Akili Academy curriculum, instructional, and assessment programs. The Associate Director of Curriculum and Instruction will work to recruit and develop a team of educators who believe that every child deserves the academic foundation to access college and professional careers. The Associate Director of Curriculum and Instruction will be accountable directly to the Executive Director for academic excellence and teacher performance

The Associate Director of Curriculum and Instruction's responsibilities are expansive As the instructional leader of Akili Academy, the individual who assumes the role of Associate Director of Curriculum and Instruction must be prepared to work diligently to obtain academic success within the school.

Following is a list of the leadership skills and characteristics that the Associate Director of Curriculum and Instruction will be expected to exhibit.

- Embody, advocate and operationalize the mission, vision and strategic direction of Akili Academy
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, faculty, administrators, and families
- Advocate on behalf of the students, faculty and families in a way that is consistent with the mission of the school
- Embody the characteristics that the school wishes the students to uphold, especially perseverance, social responsibility, and professionalism
- Achieve dramatic and consistent improvement in student academic performance
- With the Executive Director, recruit, interview, select, evaluate, and retain outstanding faculty members
- Support the professional development and growth of faculty
- Administer, teach and lead professional development when appropriate
- Design and implement a coherent research-based curriculum in the six core subjects
- Along with the Executive Director, lead community meetings, faculty meetings, and administrative meetings
- Comply with the charter, accountability requirements, and all relevant law
- Provide all relevant data, reports and information to the administrative team
- Attend and advise the Board of Directors Accountability Committee on a monthly basis
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Support the needs of the faculty in reaching the goal of all children learning

- Work collaboratively with the Executive Director to guide Akili Academy's growth.
- Observe teachers on a regular basis and provide detail feedback both written and oral, formal and informal

In addition the leadership expectations, there are also specific administrative responsibilities that the Associate Director of Curriculum and Instruction must uphold These include but are not limited to·

- Develop school systems and structures that will maximize student learning
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic achievement
- Assist in student recruitment and family outreach
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure consistency across Akili Academy
- Design the schools' academic standards, benchmarks, assessments, and curriculum to align with state and national standards
- Assist in the planning and implementation of the teacher summer training institute
- Coordinate administration of all standardized evaluations including six-week assessments, city and state tests, and nationally-normed exams
- Document and disseminate the schools' curriculum units and academic processes
- Mediate and manage conflicting demands of the teaching staff
- Establish personnel policies and standards of conduct in conjunction with the administrative team
- Set and monitor the teaching schedule for the core faculty
- Prepare and submit timely reports, evaluations, to all external agencies and funding sources as required
- Teach as needed
- Serve as the primary substitute teacher
- Perform other tasks as assigned by the Executive Director

An outstanding candidate for Associate Director of Curriculum and Instruction would have the following qualifications and experience·
- Strong commitment to the mission and vision of Akili Academy
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Solutions-orientated strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success, quantifiable and objective student performance gains that surpass state averages

- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-orientated strategic thinker who overcomes difficult organizational challenges
- Exceptional public speaker, writer and editor, especially of lesson plans, unit plans, and other curricular materials
- Strong knowledge of curriculum for kindergarten through eighth grade students
- Technological proficiency with a basic understanding of statistics, regression and data analysis
- Energy and entrepreneurial spirit for a start-up charter school
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-tasks, delegate, and lead by example
- Three to five years of urban teaching and educational leadership experience is preferred

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Director of Finance and Operations

The Director of Finance and Operations position will be primarily responsible for the administration of Akili Academy's business transactions. The Executive Director will directly supervise the Director of Finance and Operations.

The Director of Finance and Operations/Director of Operations will ensure that all of the financial operations are aligned with the schools mission and corresponding regulations. The Director of Finance and Operations/Director of Operations will assist in the development of the systems and structures to meet the expectations

Following is a list of some of the leadership expectations of the Director of Finance and Operations:

- Embody and advocate the mission, vision, and strategic direction of Akili Academy
- Oversee compliance with all Federal and State financial reporting requirements
- Create, monitor, and sustain high standards of financial management and oversight with regards to budgets, cash flow statements, expenditures, revenues, payroll, taxes etc.
- Handle all school finances, including paying bills, overseeing purchase orders, and payroll
- Prepare for annual audit
- Handle all Personnel paperwork including all benefits offered by the school, W2s, disability, family leave, etc.
- Ensure compliance with all employment and records management law
- Report all pertinent data to administrative team
- Manage grants, disbursements, guidelines and reporting in conjunction with administrators and faculty

- Develop and maintain relationships with Akili Academy's banking institutions and understand cash-flow needs of the school so as to maximize interest earnings and minimize short-term credit obligations
- Bidding and contracting process for facility development

In addition to the leadership expectations, the Director of Finance and Operations will also be expected to carry some specific administrative duties.

- Ensure compliance with generally accepted accounting principles and any additional applicable standards
- Coordinate the purchase of goods and services for the school
- Provide the bookkeeping services for the school
- Develop meaningful reports for the Board of Directors and also attend the Finance Subcommittee Coordination of the lottery, admissions, enrollment, and wait-list process
- Prepare day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll benefits, and taxes
- Teach and lead professional development sessions throughout the year when appropriate
- Other projects as assigned by the Executive Director

An outstanding candidate for Director of Finance and Operations would have the following qualifications and experience:

- Commitment to Akili Academy's mission and organizational success
- Results-driven business leader with experience in, and commitment to, operation and financial excellence and the use of data and assessments to drive operational and financial decisions
- Advanced degree (ideally an MBA) and five years of experience in operations and/or finance preferred
- Experience in educational setting is preferred
- Ambition and desire to grow as a leader
- Excellent technical writer and persuasive writer
- Entrepreneurial spirit
- Personal and professional integrity
- Technological proficiency in Microsoft office, especially Excel and Access, Quick Books, and other financial management and HR software

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Teacher

The Akili Academy environment is conducive to teachers who are relentless in their aim to see student growth and who want to hone their skills as effective teachers in the classroom Below are some of the tasks required of teachers:

- Teach a class of up to 30 elementary school students with a team teacher
- Tutor at least two days after-school
- Document all syllabi, lesson plans, assignments, etc.
- Work closely with the Associate Director of Curriculum and Instruction to develop and implement strategies for different learners to reach success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with students, families and colleagues
- Assist in the design and implementation of research-based curriculum
- Maintain the school culture of high academic and behavioral expectations through continuous reflection
- Use the detailed data analysis of student performance to inform best practices
- Assist in the arrival, departure, transitions, and lunch periods at the school
- Other tasks as assigned by the Associate Director of Curriculum and Instruction or Executive Director
- Manager of an urban classroom who has used structure, incentives, and high expectations to drive student success

An outstanding candidate for a Akili Academy Teacher would have the following qualifications and experience:

- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver
- Basic understanding of data analysis
- At least three years of urban teaching preferred
- Certification in the subject area to be taught required
- Professional demeanor

d. the procedure regarding the implementation of LA-R.S. 15:587.1 and BESE Policy for Charter Schools Relative To Criminal Offenses:

Akili Academy of New Orleans will not hire any individual who has been convicted of or has pleaded nolo contendere (No Contest) to a crime listed in R S. 15:587.1(C) as a teacher, substitute teacher, bus driver, substitute bus driver, janitor, or a school employee who might reasonably be expected to be placed in a position of supervisory or disciplinary authority over school children unless approved in writing by a district judge of the parish and the district attorney. This statement of approval shall be kept on file at all times by the school and shall be produced upon request to any law enforcement officer.

The board shall establish regulations, requirements, and procedures consistent with the provisions of R.S. 15:587.1 under which the school systems shall determine whether an applicant or employee has been convicted of or plead nolo contendere ("no contest") to crimes listed in R.S. 15:587.1(C), except R S. 14.74. Included in this regulation shall be the requirement and the procedure for the submission of a person's fingerprints in a form acceptable to the Louisiana Bureau of Criminal Identification and Information prior to employment of such person. A person who has submitted his fingerprints to the Louisiana Bureau of Criminal Identification and Information may be temporarily hired pending the report from the bureau as to any convictions of or pleas of nolo contendere by the person to a crime listed in R.S. 15·587.1(C), except R.S. 14:74.

Criminal History Checks

1) All persons to be employed by and/or designated to work with Akili Academy will undergo an appropriate criminal history check. Any such person who has been convicted of or has pleaded nolo contendere to a crime listed in R.S. 15:587.1(c) shall not be hired.

2) All persons to be engaged in the direct processing of Akili Academy school funds shall undergo an appropriate criminal history check. Any such person who has been convicted of or has pleaded nolo contendere to a crime listed in R.S. 15·587.1(c) or any other felony related to misappropriation of funds or theft shall not be hired

3) The policies listed above shall also be applied to any person or persons who are listed on the charter school application as the contact person, and to anyone else associated with the charter school who is engaged in the direct processing of charter school funds.

4) Any policies adopted by BESE related to the employment of public school personnel regarding rehabilitation, date of offense, pardon or expungement, and number of offenses, shall also apply to all persons associated with charter schools who are subject to appropriate criminal history checks.

LA-R S. 15·587 1 Criminal Offenses
Akili Academy will not hire any person who has been convicted of or has plead nolo contendere ("no contest") to the crimes listed in LA-R.S. 15:587 1·

First degree murder, second degree murder, manslaughter, aggravated rape, forcible rape, simple rape, sexual battery, aggravated sexual battery, oral sexual battery, aggravated oral sexual battery, intentional exposure to AIDS virus, aggravated kidnapping, second degree kidnapping, simple kidnapping, criminal neglect of family, incest, criminal abandonment, carnal knowledge of a juvenile, indecent behavior with juveniles, pornography involving juveniles, molestation of a juvenile, prostitution, soliciting for prostitutes, inciting prostitution, promoting prostitution, prostitution by massage, prohibited sexual massage, pandering, letting premises for prostitution, letting premises for obscenity, enticing persons into prostitution, crime against nature, aggravated crime against nature, contributing to the delinquency of juveniles, cruelty to juveniles, child desertion, cruelty to the infirmed, obscenity, operation of prohibited places of prostitution, sale of minor children, or distribution or possession with

intent to distribute Schedule I, II, III, IV, or V narcotic drugs; or convictions for attempt or conspiracy to commit any of these offenses.

e. any employment benefits, including retirement, offered:

Akili Academy will offer its full time employees these benefits, the specific details of which will be determined and finalized after the school is chartered

Health Insurance
Disability Insurance
Dental Insurance
403(b) Retirement Plan

The school will also offer employees mandated benefits including:

Workers Compensation
Unemployment Insurance
Social Security

f. salary ranges for all employees; and

The response to this question is uploaded in 36h.

g. indicate plans for collective bargaining:

N/A-Akili Academy will not collectively bargain with its employees.

h. Applicants may upload other personal policies, an employee handbook or related information :
Document uploaded in response to this question has been placed at the end of the charter application

OPERATIONAL MANAGEMENT

37. Describe the school's start-up plan and timeline; the timeline should provide responsible parties and activities that will be required to implement this school plan from approval to opening (January – September 2008):

The response to this question is uploaded in 38e

38. Provide the cost structure for the services listed below and the company and/or organization providing service; indicate service provider's relative experience in service delivery and relevant qualifications.
a. Describe the school's plan for transportation:

Akili Academy will participate in the Recovery School District's Shared Services Agreement. Under this agreement, transportation services will be provided by Laidlaw Education Services Laidlaw provides bus service for all public schools and public charter schools in New Orleans. Laidlaw currently charges $279.95 per bus route per day. In our first year of operation, we anticipate utilizing two bus routes to transport students to and from school.

To achieve cost efficiencies, the school will consider pairing with another school or schools to combine services and transport the maximum number of students for the least cost possible.

b. Discuss the school's plan for food service:

Through its participation in the RSD shared services agreement, Akili Academy will receive its food services from Sodexo School Services. The current quote for breakfast and lunch services is approximately $4.60 per student.

c. Indicate the accessibility and types of health services that will be provided:

Ensuring the health and safety of Akili Academy students, staff, and guests will be the responsibility of all staff members. Akili Academy will establish standards, safeguards, and requirements to assure the health and safety of its students. We will contract the services of a registered nurse who will be responsible for overseeing the health needs of our students, and prior to beginning instruction, Akili Academy will adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be overseen by the Executive Director, developed by the staff nurse, and the school's insurance carriers and at a minimum will address the following topics:

- Ensuring that students have physical examinations prior to enrollment Proof of a student's recent physical examination and immunizations will be collected at the time of enrollment. The information will be reviewed, maintained, and monitored by the school nurse, and will be maintained as part of the student's health record.

- Ensuring that required immunizations and screenings (lead, TB) are in compliance.
All new school enterers, school employees, substitutes, student teachers, contract employees (including bus drivers) shall provide documentation of a Mantoux tuberculin skin test or show proof of being tested within the past 12 months during the first 15 working days of employment or school entry. Written documentation of screening following the American Academy of Pediatrics may be provided for students in lieu of the skin test Volunteers should be screened for tuberculosis using the DOE Health Questionnaire for Volunteers Proof of a student's recent physical examination and immunizations will be collected at the time of enrollment. The information will be reviewed, maintained, and monitored by the school nurse, and will be maintained as art of the student's health record.

- Administering medications and medical treatments, including first aid. The school nurse will administer medications and all medical treatments in accordance with all appropriate governmental regulations or professional guidelines.

- Screening for health problems (vision, hearing, postural/gait, etc) The school nurse will conduct an active screening program for vision, hearing, orthopedics, postural/gait, etc. as prescribed in the Nursing Technical Assistance Manual and Regulations.

- Monitoring student health and maintaining health records. The school nurse will monitor and maintain student health records and forward the required documentation of services to the DOE.

- Ensuring emergency care for known and unknown life-threatening health conditions. The school nurse and staff will utilize universal precautions when offering emergency treatment to students and staff We will also comply with the Memorandum of Agreement outlining the roles and responsibilities of child abuse reporting

- Ensuring health representation on IEP teams when student's needs require such. The school nurse will serve as a member of the IEP team when medically related issues are discussed. The school nurse will also provide

relevant medical information during the evaluation process.

The Executive Director will be directly responsible for ensuring that criminal background checks are initiated/completed prior to an individual staff member's employment, and the results will be documented in the employees personnel file. The Executive Director or his/her designee will be responsible for ensuring proper documentation is posted and open to authorized audit compliance.

Substance Abuse and Prevention

American Scholars Academy students will engage in a minimum of 16 hours per year of substance abuse prevention education incorporated into its general school health program The school will also ensure that an addictive disorders professional visits the school regularly and is generally available should a need arise

Health Services

1. All students' records will be reviewed to ensure that immunization requirements set forth by the Louisiana Office of Public Health are enforced.
2. In grades K, 1, 3, and 7 we will perform hearing and vision screenings for students.
3 In grades 7 and 8, female students will be provided instruction on proper procedure for breast self-examination and the need for an annual PAP test for cervical cancer.

d. Discuss how the school will handle accounting, payroll, and associated back office support:

The Akili Academy Director of Finance and Operations will be primarily responsible for coordinating the financial and other back office functions of the school. He will supervise all office staff and be responsible for the design and maintenance of all the school's financial and other critical organizational records such as personnel records. The Treasurer of the Board will work closely with the Director of Finance and Operations when necessary to ensure the integrity of the school's financial management and operational systems. This collaboration will include engaging a Certified Public Accountant to consult on the school's initial accounting system and other systems of financial control

The school will outsource its payroll functions to a payroll processing company such as ADP or Paychex. The school estimates spending approximately $100 per pay period for this service or a total of $2,400.

The school will use the Tyler MUNIS accounting system to ensure that its financial reporting and record keeping is consistent with the requirements of the Recovery School District and BESE. Preliminary estimates for the cost of the system are $20/student. The school will ensure that the Director of Operations and any other personnel responsible for the financial management of the school are fully trained to use MUNIS.

The school anticipates using PowerSchool for its student information system. PowerSchool is an innovative, award-winning, easy-to-use student information system. Every day millions of stakeholders rely on PowerSchool to access student data and make insight-driven decisions that help students learn. Their web-based, cross-platform technology, combined with seamless application integration, enables students, parents, teachers, and administrators to participate in increasing student achievement. The school anticipates its implementation and early licensing costs for PowerSchool to be subsidized by grant funds (as will be described later in this application). The school expects the ongoing cost for using PowerSchool to be approximately $10/student.

e. Provide an insurance quote/letter of intent that describes the level of insurance coverage that will be obtained. (See *Appendix L* for more information:

Please see upload document below

Task	x
Perform intake interviews	
Administrative	x
Develop database for student reporting (e g bi-weekly progress reports)	x
Develop student attendance reporting system	x
Purchase supplies and materials for program	x
Secure janitorial services	x
Create filing system	
Hold pre-opening family meetings (Parent Orientation)	x x
Curriculum, Teaching, and Learning	x
Identify preliminary models for core subjects	x x
Site visits and analyses of "best practice" charter and public schools models	x x
Attend national and local educational conferences	x
Create and finalize curriculum plans and timelines	x
Create benchmarks aligned with state standards and curriculum frameworks	x
Create scope and sequence for each department	x
Purchase materials and textbooks	x
Define assessment strategy and timeline	x
Acquire student records	x
Conduct baseline testing of all students	
Instructional Program	
Develop curriculum	x
--Scope and sequence for math and reading	x
--Standards/mission for subjects	x
--Scope and sequence for subjects	x
--Preliminary in-house benchmarks - all subjects	x
--Deadlines for in-house benchmark production	x
--Purchase materials, etc.	x
Create student handbook, code of conduct	x
Finalize school calendar	x
Develop class configuration - classroom model	x
Organize tutoring workshops and afterschool tutoring sched.	x
Special Education	
Identify SPED student population	x
Acquire student records - sped records	x
Activate child study teams - w/ SPED dir	x
Secure parent approval	x
Develop IEPs - if needed (update and review)	x
Consult with SPED administrator from the district	x
Define service requirements for all SPED students	x
Hire SPED coordinator/teacher	x
Identify and secure specific texts and materials	x
School Culture and Climate	x
Confirm discipline policy	x
Confirm daily schedule	x
Confirm and distribute school calendar	x

Task																
Confirm special rituals/routines																
Facilities																
Identify site	x	x														
Get real estate expert to view and evaluate site		x														
Negotiate lease	x	x														
Sign lease	x	x														
Secure financing	x	x														
Perform renovations	x	x														
Pass final inspection and receive occupancy certificate	x	x														
Facilities Procurement	x	x														
Identification of Site	x	x														
Contract a general contractor and an architect to view and evaluate potential sites	x	x														
Contract a lawyer to structure a contract with cost, expansion, and extension privileges	x	x														
Preliminary inspection made																
Hire contractor																
Complete construction/renovation	x															
Undergo final inspection/granted occupancy certificate	x															
Acquisition of furniture and materials	x															
Prepare building infrastructure (e g lights, phones, computer networking)	x	x														
Obtain property insurance																
Prepare building infrastructure (phones, furniture)	x	x														
Fund Development/ Fund Raising																
Establish 501c3	x	x														
Identify potential individual donors		x														
Develop strategy	x	x														
Secure public/private grant money	x	x														
Write need statement	x															
Write and disseminate proposals to national and local government sources	x															
Write and disseminate proposals to local and national foundations	x	x														
Secure donations from individuals	x	x														
Identify prospects for cultivation	x	x														
Develop Board cultivation guidelines and strategies for targeting high net worth individuals	x	x														
Plan and host series of events for securing donations from prospects																
Cultivate and solicit potential donors	x	x														
Financial Management																
Codify the fiscal controls and financial policies the school will employ to track daily operational finances	x															
Identify check signers	x	x														
Identify check writers	x	x														
Define signature policies	x	x														

Task												
Develop financial reporting templates (e g. budget vs actual) and policy	x	x	■									
Design process forms (e g. purchase orders, expense forms) and policy	x		■									
Appoint Treasurer	x		■									
Develop segregation of funds policy (public/private)	x		■									
Establish payroll	x		■									
Develop schedule of Board financial reviews	x		■									
Develop a charter of accounts to track income and expenses, assets and liabilities, and cash flows	x							■				
Set up a bank account(s)	x	x										
Define investment/savings strategy (where will excess funds be placed?)												
Develop cash flow plan	x		■									
Governance												
Recruit and nominate new Board members	x	x	■									
Develop by-laws	x	x										
Develop governance strategy, i e												
--Define role of Board members	x											
--Define relationship of Board and Head of School	x		■									
--Define communication methods	x											
--Define decision-making processes	x		■									
--Approve policies	x		■									
Arrange Board liability	x	x										
Plan to move from Board of Directors to Governing Authority	x		■									
Develop and file articles of incorporation	x	x										
Apply for tax-exemption	x	x										
Develop Board Calendar	x											
Board Structure	x	x	■									
Finalize by-laws. Make sure the entire board has a copy and that critical issues have been discussed and agreed upon by the board.	x	x	■									
Create a job description for the full board. Have the board adopt this as policy	x	x	■									
Create a job description for individual board members Have the board adopt this as policy	x	x	■									
Create a job decription for each of the officers. Have the board adopt this as policy. Elect officers	x	x	■									
Create a job decription for each committee chair and each committee Have the board adopt this as policy.	x	x	■									
Create a written document that defines the relationship between the school leader and the board. Have a healthy discussion about this relationship.	x	x	■									
Send Director information to the SBESE	x	x	■									
Create standards of conduct for board members (CD in the NCNB Board Development Planner has a good outline)	x	x	■									

Task														
Create a Board members handbook (CD in the NCNB Board Development Planner has a good outline)	x	x												
Board Meetings	x	x	███											
Confirm and print meeting schedule Follow the postings for the Open Meeting Law.	x	x	███											
Develop an agenda format	x		███											
Develop a consistent format for board meeting packets (that go out prior to board meetings)	x		███											
Start making your meetings more "formal." Get in practice prior to having lots of members from the public in attendance			███											
Have observers attend meetings to give you feedback about process, facilitaiton, etc	x		███											
Develop a checklist that a board member could use to evaluate each board meeting. Conduct a quick debrief using the checklist at the end of each meeting.	x		███											
Start creating formal meeting minutes. Remember, minutes are legally binding - get an outside party to review them to make sure that you are doing it properly	x		███											
Create mechanisms to keep track of attendance at all committee meetings and board meetings.	x	x	███											
Develop a board calendar and start to list the critical tasks that need to happen at each board meeting.														
Board Policies	x	x												
Develop and file articles of incorporation	x		███	███										
Create a mechanism (binder) for keeping track of all official policies	x		███											
Create a comprehensive list of all the policies that need to be created before the school opening. (Look at the Policy Sampler produced by the National Center for Nonprofit Boards).														
Hiring the School Leader	x	x												
Create a job description for the school leader	x	x												
Determine performance benchmarks/measures for the school leader.	x	x												
Create a clear process for evaluating the school leader	x	x												
Set a salary range based on industry standards		x	███											
Hire the school leader														
Board Development	x	x												
Create a board development plan to include orientation of new members, retreats, workshops, etc.														
Host Board Retreat - Reception '	x	x												
Personnel	██													
Develop org chart and job descriptions	x													
Advertise/spread job descriptions	x		███████████████████████████											
Develop hiring policies and procedures	x													
Design benefit packages, including retirement	x													
Recruit and hire Director of Curriculum and Instructions	x													

Task											
Recruit and hire Director of Finance and Operations	x										
Recruit and hire teachers (place ads, etc.)	x										
Recruit and hire learning specialist	x										
Recruit and hire Martial Arts teacher	x										
Recruit and hire Teacher aides	x										
Negotiate and sign agreements for contracted services	x										
Develop professional development plans	x										
Plan and hold staff orientation	x										
Staff Recruitment	x										
Put together a literature packet on the shool with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission	x										
Create job descriptions, flyers, and ads.	x										
Design the interview process (look at models)	x	x									
Design compensation and benefits packages	x										
Design a filing/documentation process.	x										
Identify potential recruitment opportunities	x										
Advertise in community newspapers and use database of Ohio's colleges and universities to set up interviews and post opportunities on websites	x										
Block out days for interviews on a calendar	x	x									
Create various "form letters" including 1 Postcard saying we received application, 2 Decline letter; 3 Memo of understanding (contract) about work agreement, 4 Salary/benefits information sheet	x										
Perform background checks on employees	x										
Define policies and procedures for evaluation of staff	x										
Develop professional development program	x										
Design teacher training schedule ?	x										
Develop staff handbook	x										
Have new staff fill out Employee Information forms (ie.emergency contact)											
Finalize staff handbook	x										
Transportation											
Determine transportation needs	x										
Draft contract	x										
Develop transportation route and schedule	x										
Food Service											
Define requirement (# of students- any religious/indiv req)	x										
Identify free/reduced lunch students - contact RSD	x										
Determine food service arrangement	x										
Issue RFP	x										
Select vendor and draft contract	x										
Sign contract	x										
Develop food service policies - (menu, delivery time, logistics, etc.)	x										
Health and Safety											
Acquire medical forms - from parents (included in application)	x										

Task		
Check for completeness	x	
Develop a system for record-keeping	x	
Develop policy for non-compliance by parents	x	
Report to the RSD	x	
Identify doctor/nurse resources	x	
Identify first aid resources	x	
Staff first aid training	x	
Complete all state reporting requirements	x	
Develop a system for record-keeping	x	
Secure parent approval for release of student medical information	x	
Report to state		
Create and distribute health and safety handbook	x	
Purchase first aid resources	x	
Contact police and fire departments	x	
Undergo fire inspection	x	x
Undergo building inspection	x	
Contact Board of Health		
Develop fire drill policy, schedule, route		
Community Partnerships	x	x
Identify community partnership opportunities	x	x
Meet with potential partner organizations - off site P.E.	x	x
Negotiate and sign agreement	x	x
Devise performance measures for each strategic alliance		
Parents and Community	x	
Parent/Student Handbook(s)	x	
Get and study models of schools doing it well	x	
Draft content	x	
Edit handbook(s)	x	
Secure a printer	x	
Submit edited copy to printer	x	
Distribute final copies to parents/students.	x	
Develop continuous parent/student relationship building strategy	x	
Design and implement Parent Orientation		
Communications	x	
Develop database for student reporting (e.g. bi-weekly progress reports)	x	
Develop student attendance reporting system	x	
Develop filing system to store student academic, disciplinary & health records	x	
Define how information will flow within school (ie who's called when kid is sick, who's contacted about discipline infractions)	x	
Define procedure for visitors entering building	x	
Develop forms necessary to track and monitor visitors	x	x
Design school logo	x	x
Set up website	x	x
Decide what information will be put on the site	x	x

Task													
Work with a graphic designer to create website	x												
Select provider for Internet access (DSL, cable)	x												
Set up Intranet (so all computers are linked)	x												
Define how teachers and administration will communicate (email, walkie talkie, phones)	x												
Set up nonprofit mailing status with Post Office	x												
Set up phone systems and answering services													
Purchasing	x												
Create a comprehensive list of all items that need to be purchased through Dec of your 1st year (incase you have $ from your startup grant that will be lost if not spent right away)	x												
Purchase classroom equipment and furniture	x												
Purchase office equipment and furniture	x												
Purchase postage meter	x												
Purchase restroom supplies	x												
Purchase cleaning products	x												
Purchase library materials	x												
Purchase science lab materials	x												
Purchase art materials	x												
Purchase PE equipment	x												
Purchase medical supplies & furniture (ie couch)	x												
Purchase P A system	x												
Purchase office supplies	x												
Line up testing company (ie Stanford 10)													
Contract Personnel	x												
Hire janitorial services	x												
Line up electrician, plumber, & handyman	x												
Line up counselor, speech pathologist, art teacher etc													
Technology	x												
Write tech plan	x												
Computers for teachers	x												
Cell phones for admin	x												
Cell phones for teachers	x												
Blackberrys if necessary													
Uniforms	x	x											
Contract student uniforms	x												
Contract student PE uniforms	x												

Develop a chart that fully describes the school's start-up plan and timeline; the timeline should provide responsible parties and activities that will be required to implement this school plan from approval to opening (January – September 2008).

Akili Academy of New Orleans Action Plan — Task/planning area		Jan-08	Feb-08	Mar-08	Apr-08	May-08	Jun-08	Jul-08	Aug-08
Student Recruitment & Admissions									
Design and disseminate informational flyer/packet	x								
Identify community organizations to help with awareness generation	x	x							
Work with community organizations to generate awareness & interest	x	x							
Gather parent signatures to measure need	x	x							
Initiate broader recruiting and marketing campaign via advertisements, etc.- (additional marketing to community)		x							
Host information sessions	x	x							
Design student enrollment forms	x	x							
Conduct admissions lottery	x	x							
Establish wait list (or repeat lottery)	x	x							
Confirm acceptances - intake activities	x								
Request student records - (send RSD w/d info for students)	x								
Receive student records	x								
Informational Flyer	x								
Design family information flyer	x	x							
Make copies and deliver flyers.	x	x							
Post flyer on website.	x								
Translate flyer into Spanish	x								
Make copies and deliver flyers of Spanish version	x	x							
Post flyers and leaflets in communities									
Enrollment Form	x								
Design student enrollment form	x	x							
Post enrollment form on website.	x								
Translate form into Spanish									
Publicity Campaign	x	x							
Fax English press release									
Translate into Spanish and fax Spanish version									
Information Sessions		x							
Secure locations for information sessions.	x								
Create sign up sheets for information sessions.	x	x							
Create flyers for info sessions and post/deliver									
Admissions Lottery	x	x							
Collect enrollment forms	x	x							
Secure a location.	x								
Notify families of status.	x								
Confirm enrollment list	x								
Request student records	x								

EUSTIS
INSURANCE & BENEFITS

August 22, 2007

Akili Academy of New Orleans
c/o Chris Clemons
Building Excellent Schools
262 Washington Street, 7th Floor
Boston, MA 02108

Re: Insurance Requirements for Akili Academy of New Orleans

Dear Mr. Clemons:

Thank you for asking Eustis Insurance to provide insurance for your proposed new charter school. As we discussed, we will not be able to provide a formal proposal of insurance until your charter is approved and we are able to obtain underwriting information specific to your school.

This letter will serve as notice of our intent to work with you to secure insurance that is in compliance with the insurance requirements for charter schools, which is attached. We write insurance for other charter schools in the New Orleans area, and believe that we will be able to provide acceptable coverage to you when underwriting information is available.

Please let me know if I can be of further assistance.

Sincerely,

Sonya Moore, CPCU

Attachment – Insurance Requirements for Charter Schools

1340 Poydras St. Suite 1900	1050 West Causeway	Three Riverway Suite 130	7523 Jefferson Hwy.	12966 FM 1255
New Orleans, LA 70112-1224	Mandeville, LA 70471	Houston, TX 77056	Baton Rouge, LA 70806	Canton, TX 75103
Phone 504-586-0440	Phone 985-626-4497	Phone 713-963-0550	Phone 225-928-0088	Phone 903-829-5143
Fax 504-565-5219	Fax 985-626-1664	Fax 713-963-0549	Fax 225-928-4588	Fax 903-829-5143

www.eustis.com

PROPERTY/CASUALTY | BENEFITS | HUMAN RESOURCES | LOSS CONTROL | BONDS | FINANCIAL SERVICES

39. Provide a detailed plan for safety and security for students, school facility, and equipment. Include information regarding the type of personnel, technology and/or equipment and policies that will be utilized to ensure a safe environment for students and staff:

Though the Executive Director of Akili Academy bears the ultimate responsibility for the safety and security of Akili Academy' students, staff, facility, and equipment, the Dean of Students and Associate Director of Curriculum and Instruction bear primary responsibility for ensuring that Akili Academy has the appropriate systems to ensure the safety and security of its students and the Akili Academy Director of Finance and Operations bears primary responsibility to ensure the school has the appropriate systems to ensure the safety and security of the adults, guests, facility, and other property of the school.

Facility Safety and Security

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff.

• Closed Campus. Under no circumstances are students to leave the school building or use any exit other than the main one without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult – who has physically come to the Main Office to sign a student out – unless the school has been given prior written permission authorizing unaccompanied departure. All doors to enter from the outside will be locked at all times, including the building's main entrance. Once students have entered school in the morning, they may not leave the building – including for food after school – unless a staff member escorts them.

• Visitor Policy. Akili Academy always welcomes and encourages visitors, both from within and outside of our school community, into our school However, in order to assure the safety and well being of all students and staff, all visitors – including parents and guardians – are required to report directly to either the Main Office. All visitors will be required to have a visitors' pass once they have checked into the Main Office. Any visitor who does not report to the office, or is found in the building without authorization and a visitors' pass, will be asked to leave immediately and the authorities called if the request is not adhered to.In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms, including Homework Detention and detention, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

Fire Safety and Evacuation Procedures
Please note, some procedures may change once the school year has officially begun. Students will be notified of and trained in any significant changes. In case of an emergency – if a student or staff member sees fire or smells smoke—he should close the door – and pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room Students should follow the direction of staff members who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance. During the first week of school, and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency

In case of a more serious emergency, should it be necessary to evacuate our school before, during, or after the school day—and it appears that we will be unable to return to the school for an extended period of time or for the rest of the day—school staff and students will evacuate from the school's building Staff will line up students in a

safe and orderly fashion on the sidewalks outside of the evacuation site. The school will conduct two evacuation drills per year Drills entail staff and students following the procedures outlined in our Evacuation Plans, with staff lining up students in a quiet and coherent manner on the sidewalks. After staff takes attendance, all staff and students will promptly return to school. A copy of each Evacuation Plan is available from the Executive Director upon a family's written request.

Transportation and Safety

• Arrival and Dismissal. Students should not arrive at school earlier than 7·15AM. At dismissal, students should either leave the school building, or attend the school-sponsored activity of their choice. Students need to wait in the Main Office or in another designated after-school location, under the supervision of a staff member.Students may not wait outside without staff supervision. We ask for families to please cooperate with this policy to guarantee a safe, timely, and orderly environment for all students and families as we begin school

• Bus Transportation. It should be clear to all students and their families that the school bus is a form of school-sponsored transportation. Therefore, appropriate behavior as laid out in the Student Code of Conduct is expected at all times. After the first incident of inappropriate behavior, a student may receive a detention, a suspension, and/or the loss of privileges for one week If a second incident occurs, a student may receive a detention, a suspension, and/or the loss of privileges for one month Should a third incident occur, or if the first or second incident was sufficiently egregious, the student may lose privileges for the entire school year.

• Students Who Walk. For students who have elected to walk to and from school, a number of streets must be crossed. Families should instruct students to use all of the appropriate crossing lights at each intersection, and to cross each intersection only when it is safe to do so within the designated crosswalks Parents are urged to call the local Police Department for questions or concerns.

Student Searches
In order to maintain the security of all its students, Akili Academy reserves the right to conduct searches of its students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search. School cubbies, lockers and desks, which are assigned to students for their use, remain the property of the school and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time

PERFORMANCE OF OPERATING ENTITIES AND/OR ENTITIES PROPOSING TO CONTRACT WITH AN EDUCATION SERVICE PROVIDER

Applicants proposing to enter into a contract with a management organization or education service provider that operates a charter school(s) (collectively referred to below as "ESP"), applicants affiliated with an organization that seek to use the school model advanced by the affiliated organization (referred to below as "affiliated organization"), and applicants currently operating a charter school(s) (referred to below as "existing operator") should respond to questions 40 through 47. Questions relating specifically to a management contract or relationship will be so indicated and such questions do not require a response from an affiliated organization or existing operator An applicant proposing to enter into a contract with an ESP must respond to all questions, including questions 41 through 47, even if the ESP is not currently operating a charter school(s); such should be indicated in the response to each question, as applicable. Please also note that the Louisiana Charter Operator Contract Compliance section of this application will focus on schools operated in Louisiana and responses to questions 40 through 47 may be referenced or duplicated by an existing operator, as applicable. Depending upon the responses provided, BESE may seek additional information from applicants at any time during the review process, including the possibility of site visits.

Note: For all types of school data requested below, provide data only for charter schools currently operated by any proposed ESP, an affiliated organization, or an existing operator that serve student populations *demographically similar* to the expected population of the parish that the applicant seeks to serve, and provide data for *all* such schools (referred to below as "similar schools").

A response to Question 40 is required from nonprofit governing entity proposing to contract with an ESP only.

40. If the proposed school is contracting with an ESP, provide information and background regarding how and why the management company was selected and how the contractual arrangement will be structured; include in your response the following:
    a. Describe the services to be provided by the ESP. Provide evidence of the ESP's successful management of non-academic school functions (e.g., back office services, school operations, extracurricular programs):

    b. Describe the relationship the nonprofit governing board will have with the ESP, how the governing board will monitor and evaluate the performance of the ESP, and how the governing board will ensure quality service:

    c. Provide an organizational chart showing the relationship among all business entities being operated by or affiliated with the ESP:

    d. Provide a draft management agreement for the proposed school detailing scope of services, roles and responsibilities, fees to be paid by the nonprofit governing board, annual review process and terms for contract renewal and termination, and other key terms:

e. Describe a detailed explanation of experience in working with the proposed target population:

41. Provide a list of all charter schools currently operated by any proposed ESP, affiliated organization, or an existing operator that serve student populations demographically similar to the expected population in the parish in which the organization seeks to operate a charter school. Provide demographic and socioeconomic data (particularly free/reduced-price lunch status, racial background, and special education) for these "similar schools."

42. Provide disaggregated, longitudinal, student-level achievement data (i.e., individual student growth data) for all similar schools in operation for two (2) or more years. For schools in operation for less than two (2) years, provide any assessment data available for grade levels similar to the proposed school. Provide evidence that these schools are meeting or making substantial progress toward state standards. In response to this question, the applicant may provide key educational features of the existing similar school(s) that the proposed new school would replicate and describe how these elements have improved student achievement:

43. For all similar schools, provide data on student attendance, student retention, mobility and attrition; and graduation and postsecondary acceptance (for high schools). Provide data and reasons for student withdrawals, transfers or dismissals/expulsion. Document and explain any significant trends in enrollment (such as increases or decreases in demand, waiting lists, increases or decreases in mobility:)

44. Describe the proposed ESP, affiliated organization, or existing operator's strategic vision and five-year growth plan for developing charter schools in Louisiana or a specific parish in Louisiana, as applicable. Explain how the proposed ESP, affiliated organization, or existing operator will support and ensure quality in all the schools it envisions operating in the long term. Provide the existing operator, proposed ESP, or affiliated organization's annual report for the last two years:

44a. Provide the existing operator, proposed ESP, or affiliated organization's annual report for the last two years:

45. Provide evidence of sound fiscal performance for the proposed ESP, affiliated organization, or existing operator. Such evidence should include the last three years of financial audits for the proposed ESP, affiliated organization, or existing operator:

46. Provide information on any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the proposed ESP, affiliated organization, or existing operator has experienced:

47. Identify the individuals and organizations that will provide technical assistance, professional development, and resources integral to launching and supporting an additional school. If applicable, specify the resources the existing operator, any proposed ESP or affiliated organization is prepared to commit to the school:

48. Complete items 1 thru 4 listed below for the proposed school. Budget forms are included in the *Appendix* **and are provided in excel format at www.louisianaschools.net. Detailed assumptions of the calculations used to estimate revenues and expenditures must be included for each line item. A budget without a full set of stated assumptions is not meaningful. Personnel, equipment, and construction costs that are identified in other sections of this application should be included in the budget forms.**

Provide documentation for any resources in the school budget that are provided by an outside source; **indicate the amount and source of the funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated. Include a letter of commitment detailing the amount and uses for the funding if possible. Due to the inherent delay in receiving initial grant payments, a line of credit may be necessary to resolve cash flow** *issues during the first months of the fiscal year.*

1) Budget Form 1: Start-up Budget with Assumptions
2) Budget Form 2: First Year Budget with Assumptions
3) Budget Form 3 First Year Monthly Cash Flow Projection with Assumptions for monthly changes
4) Budget Form 4: Five Year Budget Plan with Assumptions for yearly changes

Applicants must use the budget forms provided in **FILES FOR DOWNLOAD** *to respond to Question 48. Please note that the downloaded file contains a spreadsheet for each budget document that must be submitted. An applicant's application will be deemed incomplete if all four (4) spreadsheets are not complete.*

The charter applicant's budget documents have been attached as a separate file

49. Describe details regarding how the charter school will comply with the requirement for the performance of fiscal audits.

a. Describe the accounting system/practices that will be utilized including the number and title of financial positions employed:

The Akili Academy Director of Finance and Operations will be primarily responsible for coordinating the financial and other back office functions of the school. He will supervise all office staff and be responsible for the design and maintenance of all the school's financial and other critical organizational records such as personnel records. The Treasurer of the Board will work closely with the Director of Finance and Operations when necessary to ensure the integrity of the school's financial management and operational systems

b. Describe any services that will be obtained from an independent Certified Public Accountant:

The school will engage a Certified Public Accountant to assist in the development of its initial systems of financial control, accounting, and financial management/reporting The school will retain the use of the Certified Public Accountant for on-demand consulting as required to ensure the school is appropriately managing its financial resources and is in full compliance with the law.

c. Explain how the financial and accounting plan will be sufficient to:
  - provide an accurate accounting of all finances including property;
  - provide sufficient information/records for audit purposes;
  - be in accordance with generally accepted standards, and
  - be in a format such that financial data may be reported accurately in the Annual Financial
    Report required to be submitted to the Department annually.

The preliminary Akili Academy accounting procedures are described below. These policies are subject to change pending the addition of school staff with special experience and/or knowledge of financial accounting and

compliance with district and state laws and regulations

INTERNAL CONTROL POLICIES

Akili Academy, under the direction of the Board of Directors, is required to establish and maintain adequate accounting records and internal control procedures   Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

Akili Academy and all levels of management are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability of the resources of the school. Management is also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct.

Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the designated authorities within the school or to the Louisiana Department of Education, as appropriate.

Internal control policies provide Akili Academy with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information.

I.   Compliance with Laws

Akili Academy follow all the relevant laws and regulations that govern Charter Schools within the State of Louisiana. Additionally, U.S. Government laws and regulations that relate to grant funding will be adopted as the grant funding is received   The following are specific policies of the Akili Academy:

A. Political Contributions

No funds or assets of Akili Academy may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office   The direct or indirect use of any funds or other assets of the Akili Academy for political contributions in any form—whether in cash or other property, services, or the use of facilities—is strictly prohibited. Akili Academy also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities·
1.   Contributions by an employee that are reimbursed through expense accounts or in other ways.
2   Purchase by the organization of tickets for political fundraising events.
3.   Contributions in-kind, such as lending employees to political parties or using the school's assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by the State's statutes, applicable to Charter Schools.

Further, the school specifically requires that
1.   No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school.

2. Receipts and disbursements must be fully and accurately described in the books and records.

3. No false entries may be made on the books or records nor any false or misleading reports issued

4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid

II. Board of Directors Authorities

The Board of Directors is responsible for the operation of the Charter School in accordance with the provisions of state and federal laws and regulations and conditions as the State Board of Elementary and Secondary Education may establish from time to time. The Board of Directors is also responsible for operating the school in accordance with the representations made in its charter school application submitted to and approved by the State Board of Elementary and Secondary Education.

Specifically, the Board of Directors shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with the approval of the Louisiana Department of Education(ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees' salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of Akili Academy's certified public accountants and (xi) other activities associated with the operations of the Akili Academy

The Board of Directors will meet regularly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, subcommittee reports, Executive Director report, new business and other items

III. Signature Authorities

To properly segregate duties within the Charter School, the President, the Treasurer of the Board and the Charter Leader/Director are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks of a non-recurring nature greater than $5,000 will require dual signatures prior to check issuance

IV Government Access to Records

The Director of Finance and Operations will provide access to Akili Academy's records if requested to State of Louisiana, Louisiana Department of Education, and the Recovery School District and provide supporting records, as requested by government auditors, to facilitate the completion of such audits or reviews in a timely manner.

V. Security of Financial Data

A The school's accounting software should be reviewed to ensure that general and application controls to unauthorized access to data is precluded (i.e , proper password protection and authorizations for inquiry or browse only functions.)

B The system's accounting data must be backed up daily by the Director of Finance and Operations to ensure the recoverability of financial information in case of hardware failure. The back up should be stored in a fire safe area and properly secured

C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Director of Finance and Operations from unauthorized access.

VI   Security of School Documents

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis

A. Charter and all related amendments
B. Charter School by-laws
C Minutes of the Board of Directors and subcommittees
D. Banking agreements
E Leases
F. Insurance policies
G. Vendor invoices
H. Grant and contract agreements
I. Fixed asset inventory list
J. Contract and grant billings

VII.   Use of School Assets

    School employees should not use any of the school's assets for personal use without prior approval of the Board of Directors and with proper justification.

VIII.   Use if School Credit Cards

School credit cards should only be issued with the formal approval of the Board of Directors and with proper justification. The cost/benefit to the School should be fully reviewed to ensure that no other method is appropriate If credit cards are issued they should be assigned to certain School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the School.

    Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Executive Director, unless not deemed independent; then the approval would be performed by the Director of Finance and Operations.

FINANCIAL MANAGEMENT POLICIES

The Board of Directors has oversight of the management of Akili Academy inclusive of establishing the governance structure and the financial management policies as set forth in the charter school application. The Board is responsible for ensuring that the School's accounting and fiscal management procedures are consistent with the requirements of the Louisiana Accounting and Uniform Governmental Handbook and all prevailing state and federal laws and regulations

I. Basis of Accounting

    The School will maintain its accounting records and related financial reports on the accrual basis of accounting

II Accounting Policies

The accounting policies and financial reporting adopted are consistent with the special purpose governmental entity requirements of the Governmental Accounting Standards Board (GASB), including Statement of

Governmental Accounting Standards No. 34 – Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments. GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles Pursuant to GASB Statement No 20, Accounting and Financial Reporting for Proprietary Funds and Other Governmental Entities That Use Proprietary Fund Accounting, the school has elected to apply the provisions of all relevant pronouncements of Financial Accounting Standards Board (FASB) that do not conflict with or contradict GASB pronouncements.

III. Basis of Presentation

The accounts of the School are organized by the Treasurer of the Board and the Director of Finance and Operations such that the school's financial reporting is consistent with the requirements of LAUGH and state and federal law.

IV Revenues

Under the accrual basis of accounting, revenues are recognized when earned, consistent with generally accepted accounting principles applicable to charter schools in the state of Louisiana

V. Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

VI. In-Kind Expenses

The school recognizes services that are donated, if these services would have been purchased by the school if not donated (e.g , transportation). These expenses are recorded when incurred.

VII.   Incurred Costs

For the purpose of invoicing funding sources for allowable costs under cost reimbursement grants or contracts, the term "costs incurred" is defined as follows. costs related to items or services incurred directly for the grant or contract and received at the time of the request for reimbursement and not specifically disallowed by the funding source

VIII.   Cash Management

A. The school maintains cash accounts at the following banks:
1. Payroll - XXXXXX
2. Operating – XXXXXX

B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Director of Finance and Operations for collection. Appropriate collection procedures are initiated, if necessary.

IX. Accounts Receivable Aging Criteria

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.
X   Budgets

A. The School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Directors at the annual

meeting and modified, as necessary.

B.   Financial statements displaying budget vs. actual results are prepared by the Director of Finance and Operations and reviewed by the Treasurer and presented to the Board of Directors at each monthly board meeting.

XI   Insurance and Bonding

A.   The school maintains minimum levels of coverage, as deemed appropriate by the Board of Directors, for the follow policies:
      1   General liability
      2   Business & personal property (including auto/bus)
      3   Computer equipment
      4.   Workers' compensation
5.   Personal injury liability
6   Unemployment
7   Fidelity bond
8   Board Insurance

B.   The school requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Directors.

X   Record Retention and Disposal

A.   Records are maintained for the following minimum periods:
1.   Books, records, documents, and other supporting evidence including paid, cancelled, or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employee timesheets and other public documents are retained for seven years after the original entry date

B.   The following records supporting federal contracts, as required by U.S. Office of Management and Budget, are retained for the indicated minimum periods:
1   For three years after submission of the final report of expenditures general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:
a)   If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
b)   Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition
      2.   Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.

C.   The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants.

D.   All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared

E.   All financial records are maintained in chronological order, organized by fiscal year.

F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Director of Finance and Operations listing the record or the class of records disposed of. The Board of Directors certifies this memorandum of records disposal.

XII. Financial Reporting

The Director of Finance and Operations maintains supporting records in sufficient detail to prepare the School's financial reports, including.

A Annually.
   1. Financial statements for audit
   2. Annual budget

B Monthly:
1. Trial balance
2 Internally generated budget vs. actual financial statements with explanations for significant variances
3. Billing invoices to funding sources
4 Updating of the cash flow projection
5. Accounts receivable aging report
6 Accounts payable listing

C. Quarterly:
   1. IRS Form 941 and payroll tax returns and comparable state taxing authority returns
   2 Other reports upon request

XIII. Audit

The Board of Directors contracts annually with a qualified independent certified public accounting firm to conduct an audit of the School's financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the Untied States, 2003 Revision (GAS) and, if applicable, the U.S Office of Management and Budget's Circular A-133. The selected audit firm must be familiar with these standards, related State of Louisiana and Charter School regulations, and the guidelines contained in LAUGH

XIV Audit/Finance Committee

The Board of Directors appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit The audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the School and provide recommendations to the Board of Directors.

XV. Chart Of Accounts

The chart of accounts of the School will assist the school in managing its operations, preparing financial statements and also facilitating their preparation of any of the various reports it is required to provide to BESE and to the RSD.

POLICIES RELATED TO ASSETS. LIABILITIES, AND NET ASSETS

I.   Assets

Economic resources that are recognized and measured in conformity with generally accepted accounting principles. Assets also include certain deferred charges that are not resources, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of assets

II. Bank Accounts

A. Bank accounts for the indicated purpose(s) and limitation(s) have been authorized by the Board of Directors of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks :

Name of Bank   Purpose/Limitation of Account
XXXXXX   Savings and Checking Accounts

III. Petty Cash Payments

A   Petty cash payments are made from a fund not to exceed $150, and should be for cash advances, local expense reimburse¬ment, and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than $75.

B. The petty cash account is balanced on a monthly basis by the petty cash custodian. The replenishment check is made out to "(Custodian's name) - Petty Cash Custodian" on an as needed basis.

IV. Criteria for Capitalizing and Depreciating for Property and Equipment

All tangible personal property with a useful life of more than one year and a unit acquisition cost of $5,000 or more is capitalized and recorded in the statement of net assets. Depreciation associated with the fixed asset will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets.

V. Impairment of Assets

A recognized impairment of an asset is reflected when circumstances warrant. The appropriate adjustment is made for any impaired assets, accompanied by a description of the impaired asset and the measurement assumptions used in determining the impairment. All impairments should be reported to the Board of Directors for approval of the adjustment to the fixed asset subsidiary ledger.

VI Betterments

Expenditures for significant betterments of existing leased/owned properties are recorded in fixed assets at cost. Maintenance and repairs are expensed as incurred   Depreciation associated with the betterment will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets.

VII.   Liabilities

Economic obligations that are recognized and measured in conformity with generally accepted accounting principles. Liabilities also include certain deferred amounts that are not obligated, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies

related to the recognition of liabilities
VIII.   Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable.

IX. Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis
X. Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs
XI. Liability for Compensated Absences

A. Compensated absences arise from employees' absences from employment due to vacation leave or other school-designated circumstances. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met.
        1.   The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
        2.   The employee's right to receive the compensation for the future absences is vested or accumulates.
        3.   It is probable that the compensation will be paid
        4.   The amount of compensation is reasonably estimable.

B. Compensated absences not required to be paid upon employee termination are only recorded when paid.

XII.   Accrued Teachers' Salary

The portion of any teachers' salaries paid for a school year that extends into the next fiscal year (e.g., a twelve-month salary schedule from September 1 to August 31 of the following year) should be accrued at the end of the fiscal year for which services were rendered
XIII.   Debt

A   When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year.

B. All short-term and long-term debt is approved by the Board of Directors and may not exceed the duration of the charter without the consent of the Board of Education.

C. Loan agreements approved by the Board of Directors should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

XIV   Net Assets

Net assets are recorded in accordance with generally accepted accounting principles applicable to special purpose governmental units. Net assets include the following:
   Unrestricted

   Restricted
   Investment in Capital Assets, net of related debt
COST ACCOUNTING POLICIES
I.   Consistency in Cost Accounting

Practices used by the School in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by the School in accumulating and reporting actual costs are consistent with its practices used in estimating costs in its grant and contract proposals.

II.   Unallowable Costs

Costs expressly unallowable or mutually agreed to be unallowable, are identified in separate general ledger accounts and excluded from billings to a grant or contract with the respective funding source Available guidance includes, but is not limited to, OMB Circular A-87 - Cost Principles for State, Local and Indian Tribunal Governments, OMB Circular A-102 - Grant and Cooperative Agreements with State and Local Governments, OMB Circular A-133 - Audits of State and Local Governments and Nonprofit Organizations.

III.   Separate Records of Unallowable Costs

The School maintains separate records of all expressly and mutually agreed upon unallowable costs

IV   Cost Accounting Period

The fiscal year of the School is July 1st through June 30th. The same accounting period is used for all adjusting entries and accruals.

V.   Gain or Loss on Disposition of Assets

Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on the Statement of Revenue, Expenditures, and Changes in Net Assets.
PROPERTY MANAGEMENT POLICIES

I.   Property and Equipment

The School maintains detailed records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts.

II.   Identification of Property

The School tags all property upon receipt and assigns an identification number to the property and all applicable documents.

III.   Recording and Reporting of Property

A.   The School maintains a log identifying all property in its possession, as follows:
   1.   Name and description
   2   Serial number, model number, or other identification
   3.   Whether title vests with the School or a governmental entity
   4   Vendor name, acquisition date, and cost
   5.   Location and condition of the equipment

6   Ultimate disposition data, including date of disposal and sales price or method of disposal

IV Physical Inventories

A. The Charter School performs a physical inventory of all property in its possession or control on an annual basis.

B. The physical inventory records include each asset, the related control number, location, and a brief description of its condition.

C   The physical inventory is reconciled to the detailed fixed asset subsidiary ledger, and differences, if any, are investigated and reconciled.

V   Disposal of Property and Equipment

A. No item of property or equipment shall be removed from the premises without prior approval from the Director of Finance and Operations and/or the Board of Directors.

B   The Charter School has adopted standard disposition procedures for the school staff to follow, which include an Asset Disposal Form, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.

C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the general ledger.

PROCUREMENT POLICIES

I.   Procurement – Goods and Services

The School procures only those items and services that are required to perform the mission and/or fill a bona fide need. The Director of Finance and Operations is the designated procurement officer of the School. When required the Director of Finance and Operations will initiate and conduct a formal bid process for procurement of items greater than $5,000, in which three bids will be received and evaluated using a formal evaluation process.

A. The School adheres to the following objectives:
1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
2. Make all purchases in the best interests of the school and its funding sources.
3   Obtain quality supplies/services needed for delivery at the time and place required.
4. Buy from responsible and dependable sources of supply.
5. Obtain maximum value for all expenditures.
6. Deal fairly and impartially with all vendors.
7. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the School supplier relationships.
B. The School will execute a Purchase Order for all purchases and it shall be approved by the Director of Finance and Operations for purchases less than $5,000 and by the Executive Director and the Director of Finance and Operations for purchase greater than $5,000.
C. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Directors and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease.

50. Describe how the budget plans are sound and how the entity is financially viable:

Akili Academy adhered to a strict philosophy of fiscal conservatism when planning its financials for its first five years of operation post chartering. Central to this conservatism was its commitment to erring on the low side of revenues, whether they be per pupil dollars, federal entitlements, or private grant funds, and erring on the high side of expenditures. For instance, the school estimates that its per pupil revenue as a Type 5 RSD Charter School will be $6,565, which is the figure provided in a 2006 Recovery School District memo to charter schools. This figure is conservative in that per pupil revenues tend to shift upward from year to year to keep pace with inflation and other increases in funding that may from time to time occur. By keeping the revenue estimation pegged at the 2006 level and conservatively growing that estimation only 2% per year, not 3%, which is standard, the school is working to ensure that it will always have adequate resources to meet the demands of its operations

The budget for the school was developed in concert with expert staff at Building Excellent Schools, who have over 15 years of relevant experience in charter school budgeting, forecasting, and financial management. To buttress this support, the school reviewed in detail the financial projections and financial statements of several charter schools in the area to ensure its plans and projections are consistent with the realities of the operating environment in New Orleans.

Also, because the Lead Founder of Akili Academy is a Building Excellent Schools Fellow, the school has the opportunity to secure $250,000 of start up and planning support from the Walton Family Foundation, which is administered by Building Excellent Schools.

FACILITIES

51. Describe how the identified school site will accommodate the school at full capacity for a five-year period. If the identified site will not accommodate the school at full capacity for a five year period, describe plans to meet full capacity space needs.
Schools that will be available for Type 5 charter schools in New Orleans for the 2008 school year have not been identified and will not be identified prior to the submission of charter applications on September 19, 2007. A Type 5 applicant focused on a school site in New Orleans that it is interested in if the site is available, can respond to question number 51 with a focus on that school site. Type 5 applicants that are not focused on a particular school site are asked to respond to Question 51 by describing the school site needs of the proposed charter school:

The founding board of Akili Academy is committed to serving New Orleans children regardless of where in the city they may live, but for the purposes of concentrating resources, we have focused on the Mid-City section of New Orleans in our efforts to identify a facility for the school. On a preliminary basis, we have identified Dibert Elementary and Fisk-Howard Elementary, both in Mid-City, as two sites with the appropriate grade spans and capacity to serve Akili throughout its operation and scale-up to capacity. Because of the continuing uncertainty around facility rehabilitation and the exact manner in which school buildings will be brought back online, we are fully prepared to either co-locate with another charter school on a temporary basis, or occupy seats in the various modular buildings that the RSD may make available in the 2008-2009 school year.

While the facility master plan continues in its development, we are committed at Akili Academy to being open, flexible, and willing to move to wherever there is a useful facility and more importantly, a population of children who will benefit from the educational and other programmatic offerings of the school Fortunately, because Akili will start small and grow incrementally, it will be able to remain nimble and able to move quickly throughout the

broader facility planning and rehabilitation process

52. If the identified site is not an RSD facility or a local school board-owned facility, provide the following details regarding the proposed facility:
   a. The facility's physical address:

   b. The layout, including its square footage:

   c. The number and size of the classrooms, common areas, recreational space, restrooms, any community facilities, and any other facilities:

   d. Evidence that the proposed facility can be secured (i.e., letter of intent, memorandum of understanding and/or contract); and

   e. Describe the potential renovation needs to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Include a budget that identifies the estimated cost of such renovations and revenues that will be used. Also, include a project timeline and person(s) responsible for overseeing the renovations:

LOUISIANA CHARTER OPERATOR CONTRACT COMPLIANCE

Applicants currently operating one or more schools in Louisiana that opened prior to the 2007-08 school year are required to respond to the following questions. Depending upon the responses provided, BESE may seek additional information from the applicants at any time during the review process, including possible site visits.

In reviewing the application of existing Louisiana charter operators, reviewers and/or evaluators will perform an analysis, including one or more site visits to the school(s), to determine if the school(s) exhibits a successful academic program, organizational and financial viability, and compliance with the terms of its existing charter(s). The review of existing Louisiana charter operators may include inquiries to the charter operator's authorizer in reference to compliance with the terms of its existing charter(s). The demonstration of appropriate student achievement and effective and successful charter school management will be a significant factor in the evaluation of an existing Louisiana charter operator's application for a new school. The following questions (number 53 through number 56) only require a response from charter applicants that currently operate a Louisiana charter school(s) that opened prior to the 2007-08 school year. If any of the responses to these questions are duplicative of responses to questions 41 through 47, such responses may be referenced in response to questions 53 through 56.

53. Academic Program. Provide evidence to demonstrate that the existing Louisiana charter school(s) is/are meeting or making substantial progress toward student performance standards set forth in the Framework for the Evaluation of Charter Schools, Appendix K

54. Financial Viability. Describe or provide evidence related to the following:

  a. The existing Louisiana charter school's financial management systems and staffing arrangement for financial management:

  b. The existing Louisiana charter school's success in achieving a balanced budget since its existence:

  c. The annual financial report and independent audit submitted to the Department of Education during the previous three (3) years of the charter school's existence

55. Organizational Viability. Describe or provide evidence related to the following:

  a. The governance of the school, both on the policy and management level, demonstrating that the school's governance structure has been responsible and effective in providing appropriate academic, organizational, and financial oversight and has handled organizational challenges competently:

  b. The schedule of nonprofit board meetings during the previous two (2) years of the charter school's existence and the minutes of each meeting:

  c. That the school's administration and professional staff have performed capably and have met or made significant progress toward meeting performance goals. Include a discussion of teacher and staff evaluation, Board evaluation of the school leader, staff turnover, leadership changes, and other areas dealing with staffing at the school:

  d. School Demand. Describe the history of the charter school's enrollment during the term of its charter. This response should comprehensively document demand and turnover, with a clear explanation of any information regarding reasons for turnover. It should call attention to any significant trends in enrollment (such as increases or decreases in demand, increases or decreases in turnover) and provide evidence that helps explain such trends.

56. Compliance With Terms of Existing Charter. Describe or provide evidence related to the following:

a. How the charter school has made reasonable progress toward the stated objectives and goals in the school's charter contract/charter application:

b. How the charter school's programs and operations have been consistent with the terms of its charter contract/charter application. This description should include how the school's is fulfilling its mission and implementing the programmatic elements described in its charter application:

57. In addition to the above responses, existing charter operators may submit additional supporting information, including but not limited to governance, operations, or instructional reviews conducted by third-party reviewers. Such information will be considered when in the review of this section of the application:

Question 4.f
Charter Applicant's Proposed Curriculum
(Submission Limited to 50 Pages)

Akili Academy Proposed Curriculum

Grades K-5

Because our school features an extended grade span, our curricular planning and scope and sequence includes a foundational phase (K-5) and a mastery/application phase (6-8). In addition to the curriculum noted above, in grades K-2 English Language Arts we will supplement *Open Court Reading* with *SRA Reading Mastery* to enhance student phonemic awareness and decoding skills. All students in grades K-2 will also use a literacy-focused computer program such as the Waterford Early Reading Program to enhance literacy skills, and more importantly, facilitate smaller group, teacher-led instruction in other stations through which students will rotate

Serving a population at risk of academic underperformance and whom we expect will arrive at Akili Academy non-reading ready or reading below grade level, additional instruction for strong literacy acquisition is critical in the early grades of K-3. In order not to lose any of the gains lost in the earliest grades, and to continue to strengthen and accelerate the literacy levels or students in the later elementary grades, fourth and fifth grade students will continue to benefit from extended literacy instruction. This extra time is again critical for all of our students to be fully ready for the rigorous, college-preparatory upper school language arts classes they will be enrolled in from grades six to eight.

A similarly intense and strategic approach will be taken in the selection of mathematics curriculum and the design of the academic day. Our mathematics program will focus on building a strong foundation in mathematics computation and application for all students. We believe that all students must be expected to do advanced math work, and that such advancement is dependent upon a solid and comprehensive foundation that ensures strong number sense and strong computational skills in the early grades.

In grades K-3, students will take a daily mathematics course that focuses on computation and a daily math meeting each morning that focuses on application and other critical math skills (calendar, money, number line, etc.). By devoting daily time to mathematics instruction, and focusing on math during morning meeting, we can support all of our students in computing and applying mathematical skills on grade level by the end of third grade. In fourth and fifth grades, students will take two math classes daily. Mathematics Procedures (focusing on mathematics computation) and Mathematics Problem Solving (focusing on mathematics application).[1] While we fully expect all of our fourth and fifth grade students to be computing and applying mathematical skills on grade level by the end of third grade, we believe that these double periods of math will give us an opportunity to provide remediation as needed as well as provide advanced mathematics instruction to our students. Based upon the successful models of other schools and the academic needs of our target student population, we believe that these double periods will

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[1] This approach of two math classes devoted to computation and application is informed by the curricular models of the highest performing charter middle schools serving a similar population Such schools include Roxbury Preparatory Charter School in Boston, MA, and North Star Academy in Newark, NJ

set our students up for academic success in the challenging college preparatory math classes that they will be enrolled in from grades six to eight. Extended time will also allow us to efficiently and effectively provide remediation, and accelerate students into a full year of Algebra I in the eighth grade [2]

The curriculum will also emphasize content area knowledge in order for students to be prepared for college preparatory high schools. Beginning in kindergarten, students will take science and social studies courses every year. Starting in fourth grade, students will participate in daily science and social studies classes that are rigorous and college-preparatory in nature.

Reading as Primary Focus of Curriculum

"Literacy is a bridge from misery to hope. It is a tool for daily life in modern society It is a bulwark against poverty, and a building block of development ... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential." – Kofi Annan, Former Secretary-General of the United Nations

We believe that teaching students to read well is the critical task of elementary and middle schools. In full support of the Louisiana content standards that "define what
Louisiana students should know and be able to do in the English Language Arts in order to become lifelong learners and productive citizens in the 21st century"[3] we have built on the latest research in literacy education to create a rigorous program in which all students are fluent readers by the end of the second grade. Beyond the second grade, we will develop students who are able to rigorously analyze text using explicit comprehension strategies As indicated earlier, our literacy program is based on the five components of excellent reading as outlined by the federal government·

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Grades 6-8
The primary learning outcomes in each core subject for students in grades 6-8 are outlined below.

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[2] We do realize that the need for remediation for students who enroll directly in the middle school grades will be more substantial than for those students who matriculate directly from Akili Academy's early elementary grades The extended time will allow teachers to maximize instruction in the areas needed, and ensure that students have the foundational skills to advance forward.
[3] Title 28. EDUCATION, Part LXIII Bulletin 1965—Louisiana Content Standards, Benchmarks, and Grade Expectations for English Language Arts

English Language Arts. Graduating Akili Academy eighth graders will be proficient and fluent readers and writers of the English language across a diversity of genres. To propel students towards meeting that goal, the 6-8 English Language Arts curriculum focuses on addressing any persistent gaps in student fundamental reading and writing skills and once that process is complete, requiring students to read a variety of novels, short stories, and other pieces from different genres and write clear, grammatical, coherent, and persuasive prose which evidences a critical understanding and thought about what students have read.

The reading component of the English Language Arts curriculum will begin in the sixth grade with a concentration on fluency, comprehension, and if necessary phonics and with an introduction to sophisticated pieces of literature for study and analysis Instruction and skill development will focus on identifying perspective, drawing supporting details, increasing vocabulary, and identifying literary elements such as tone and mood.

The writing component of the English Language Arts curriculum will begin in the sixth grade by focusing on grammar, the writing process, and basic writing conventions. In addition, students will be introduced to the editing and proofreading process. They will then start to expand their use of descriptive words and complex sentences, and start to explore different styles of writing. By the end of the eighth grade, students will have developed a personal style of writing, and be able to write varying types of essays and narratives, and critique and proofread writing samples.

Mathematics. Graduating Akili Academy eighth graders will be accurate, efficient, and proficient mathematicians able to correctly solve mathematical problems ranging from advanced arithmetic to intermediate algebra.

The mathematics courses will have a dual focus: skills/computation and problem solving. Initially, sixth grade students will focus on mastery of arithmetic operations, fractions, percentages, basic geometric concepts, simple variable use, and probability. In seventh grade, they will explore linear equations and symbolic algebra, planar geometry, theoretical probability and statistical analysis. By the end of eighth grade, students will complete an Algebra I course comparable to a traditional algebra course offered in the ninth grade. The problem solving class will complement the skills/computation class, the same concepts will be taught using word problems, scenarios, and real world context to ensure that students are ably to apply their mathematical skills and develop their critical thinking skills through logical reasoning. This focus on mathematics will allow for remediation of students who have struggled to acquire basic skills while ensuring that every student at the school is well prepared to succeed in a college-preparatory mathematics program in high school.

Science. Graduating Akili Academy eighth graders will be proficient in basic universal concepts and practices related to science and able to apply their various basic skills to success in scientific study.

Because of its demonstrated success with implementing a standards-based program to serve the educational needs of urban African-American children, we will continue to use the FOSS Science program for our science instruction in 6-8 grades.[4] We believe that the FOSS program when coupled with the Louisiana Comprehensive Curriculum will yield a robust science educational experience for Akili Academy students. As a result, students will complete a course in Physical Science in sixth grade, Life Science/Biology in seventh grade, and Earth Science in eighth grade. In addition to mastering any standards set forth by the LCC, students will utilize standard safety practices, analyze data proficiently, communicate scientific ideas, and conduct scientific inquiry experiments

Social Studies. Graduating Akili Academy eighth graders will be proficient students of history and basic social science. At each grade level, 6-8 students develop and master their writing and literacy skills while looking at a variety of world societies by region. Students also develop critical thinking, inference-making, and research skills in the social studies curriculum.

Our approach to social studies will be informed by the Louisiana Comprehensive Curriculum, supplemented by E.D. Hirsh's Core Knowledge Sequence The Core Knowledge Sequence presents the material necessary for students to become literate, culturally aware citizens in a clear, grade-level specific format which is easier for teachers to implement and students to access to their educational benefit. Core Knowledge has won a strong reputation across the nation as a challenging and comprehensive curriculum that reaches its end of grade goals by providing students access to important historical and social content in a unified fashion.

Akili Academy also conceives of the social studies program as a very important component of its broader literacy program and instruction. In social studies classes in grades 6-8 students will be required to read vigorously and frequently to complete their daily assignments. This will reinforce strong reading habits and also the critical study skills which will be indispensable to Akili Academy students once they move on to high school.

Akili Academy will supplement the Core Knowledge Sequence with the Teachers' Curriculum Institute's *History Alive!* textbooks, which feature components that lend themselves well to standards-based instruction and also holds the promise of exciting student interest in social studies and history.[5]

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[4] Kahle,J., Meece, J., Scantlebury, K., (2000). "Urban African-American middle school science students Does standards-based teaching make a difference?" *Journal of Research in Science Teaching* 37, 9 1019-1041

[5] http.//www.teachci com/Administrator/approach asp/

Specifically, and in accordance with the LCC and Grade Level Expectations, students will study Ancient Civilizations in sixth grade, United States History from the Revolution to Reconstruction in seventh grade, and a combination of Louisiana History and United States History from Reconstruction to the present in eighth grade.

Foreign Language. To fully prepare our students for success in college-preparatory high schools and to broaden their understanding of world cultures and civilizations, Akili Academy students will complete two years of introductory Spanish beginning in seventh grade. These classes will feature the same standards-basis and high expectations of regular core classes and require students to master the fundamental grammar, vocabulary, and syntax of Spanish and gain an understanding of Spanish speaking cultures across the globe.

Akili Academy Charter School Math Curriculum

The Math curriculum at Akili Academy supports students as they master math procedures and problem-solving skills at each grade level and supports the academic achievement of all student subgroups. The Math curriculum is in alignment with Louisiana standards, is further based on standards developed by the Core Knowledge Foundation, and for the purposes of delivery of curriculum at the school level, is organized according to an internally developed numerical system per substandard. The implementation of these standards will improve students' number sense, computation, operations, problem-solving, and measurement skills, as well as their algebraic and geometric reasoning

After a rigorous search, and in order to accelerate the performance of historically disadvantaged subgroups, Akili Academy will use a functional math program such as Saxon Math which will be supplemented as needed to ensure that all students master the problem-solving and critical thinking skills required by the Delaware performance standards   The Saxon Math program has been proven to be highly effective with our target population, and has embedded within its program frequent skills-based assessments which yield data that can be disaggregated at the item, classroom and school levels by student subgroups, and provide important formative data back to teachers and administrators so that they may adjust their practices accordingly

The accelerated nature of our math curriculum will be supported through extended instructional time in math, as each student at Akili will receive approximately 80 minutes of math instruction each day.

The Akili Academy K-5 Math Standards are as follows, and meet or exceed all Louisiana curriculum standards for mathematics and all Grade Level Equivalencies (GLEs), and, as needed and appropriate for our math program, provide additional specificity within each standard.

Developing an intuitive, common-sense approach to number relationships and operations is of primary importance and should permeate every area of the mathematics curriculum. Number sense involves the use of "friendly easy numbers" and of actively seeking alternative ways of making computations. Number sense is not a topic to be taught as a unit, but is a prevailing theme throughout all mathematics. All students should develop a conceptual understanding of number magnitude and number operations through participation in hands-on investigative activities. These activities should provide many opportunities for students to discover and develop problem-solving strategies. Student involvement in these activities should assist in the development of estimation skills (particularly when an approximate answer is sufficient) and other mental arithmetic skills (when an exact answer is required). When the numbers are not manageable for mental arithmetic and an exact answer is required, calculators or paper and pencil should be used. Parallel with the need to develop an understanding of the methods and usage of various computational techniques is the students' need for an informal development of mathematical language and symbolism. Inherent in our increasing dependence on technology is the danger of accepting machine answers at face value. A well-developed number sense can combat this danger. Furthermore, number sense leads naturally to the development of symbol sense necessary for use with technology, such as graphing calculators and symbolic manipulators. This developing mathematical power will allow the students to function and communicate more effectively and with greater confidence in real-life experiences. In problem-solving investigations, students demonstrate an understanding to the real number system and communicate the relationships within the system using a variety of techniques and tools.

M.NR.K.1[1]

1.01   Count sets of objects up to 20 by 1s, 2s, 5s, and 10s
1.02   Count forward from 1 to 31, first beginning with 1, and later from any given number
1.03   Count backwards from 10
1.04   Count from 1 to 10 by twos
1.05   Count by twos, fives and tens up to 50
1.06   Count and write the number of objects in a set

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[1] M.NR.K.1 is Akili Academy's internal notation system for Math Numeric Reasoning Kindergarten Standard 1. All future notations follow a similar notation system format, i.e. M.AR.K.2 is the internal notation system for Math Algebraic Reasoning Kindergarten Standard 2.

1.07 Compose and decompose numbers up to 20

1.08 Connect number words and numbers up to 10 to the quantities they represents using physical models and pictorial representations

1.09 Using physical models and pictorial representations, compare sets. (a) same as (equal to), (b) more than, (c) less than, (d) most, (e) least

1.10 Sequence numbers and explain what comes before, after, and between other numbers

1.11 Identify ordinal position, first (1st) through sixth (6th)

1.12 Identify pairs

1.13 Interpret simple pictorial graphs

1.14 Identify ½ as one of two equal parts of a region or object and find ½ of a set of concrete objects

1.15 Use manipulatives to model putting together and taking apart

1.16 Use manipulatives to show more than one way to make a target number up to 10

1.17 Show more than one way to make numbers up to 10

1.18 Add and subtract to ten, using concrete objects

1.19 Recognize the meaning of the plus (+) sign

1.20 Understand subtraction – the concept of "taking away" and recognize the meaning of the minus (-) sign

1.21 Given a number, identify one more, one less

Algebra is much more than the study of generalized forms of arithmetic. It is a powerful language used to interpret real-world experience This language is a communication tool used to analyze and describe relationships and mathematical structures. Beginning at the elementary level, the school mathematics curriculum should integrate the use of the language of algebra throughout all strands of the curriculum to enable students to shift progressively from informal to formal concepts and from concrete to symbolic representations. The middle school mathematics curriculum should integrate the use of this language throughout all strands of the curriculum to enable students to progressively shift from the concrete to the symbolic At this level, algebra should be conceptual and intuitive, not formally computational. It should involve actively seeking easy and alternative ways of looking at problems These transitions should be powered by investigations involving the use of appropriate manipulatives, models, and technology, and should encourage the development of communication, reasoning, and problem-solving skills Algebra, in the K-8 classrooms, refers to informal explorations and understandings of symbolism. It is beneficial to introduce the algebraic terminology (equation, inequality, variable, etc.) in the early grades. In this way high school students will be able to understand algebra as a natural outgrowth of their study of various number properties. The high school curriculum should continue the development of symbolic representatives. The use of modern technology frees teachers and students from the need to develop complicated pencil and paper manipulative skills in algebra More classroom time in now allowed to apply algebra in solving challenging real-world problems. This will allow students to recognize the worth, importance, and power of the mathematics of abstraction and symbolism. In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations

M.AR.K.2

2.01 Sort objects by a given attribute (size, color, shape)

2.02 Repeat and extend a simple repeating pattern given the core

2.03 Find visual patterns in the world around us (e.g. patterns in the rug, in the wallpaper)

2.04 Discuss things that repeat in cyclic patterns (e.g. day and night, days of week)

2.05 Model join and separate situations with objects and pictures

2.06 Record mathematical thinking symbolically with teacher assistance

Louisiana Strand 3: Measurement
Louisiana Strand 4: Geometry

Measurement is the connection between numbers and the real word and as such is a vital component of an attempt to organize the world. It allows one to communicate effectively and make decisions. It relates geometry and algebra, as well as geometry and numbers, in both intuitive and formal ways. It is also a connecting theme between such diverse fields as athletics, music, travel, astronomy, and engineering. The study of measurement should consist of active investigations based on real-world problems in both individual and group format These explorations should include the appropriate use of manipulatives and technology and should encourage the development of communications, reasoning, and problem solving skills. Students need to learn the effect of unit choice on mathematical entities, such as the shape of graphs and the magnitude of answers. Secondary students should become so adept with the use of units that they are comfortable with the use of compound units (foot-pounds, miles per second) and specialized units (atmospheres, millennia, gigabytes) as they occur in real-world problems. In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Geometry is the study of the physical shapes of the word in which we live. It provides a natural environment for the use of inductive and deductive reasoning It is not only basic to design, construction, and engineering, but also to law, medicine, and other fields that depend on critical deductive thinking skills. It provides models for representing many numerical and algebraic concepts. In Grades K-4, students must have opportunities to examine, manipulate, and construct geometric models using concrete materials These activities should take place in a setting where students may freely explore and discuss ideas in order to develop and use appropriate vocabulary. After such first-hand experiences, many students should be able to progress to pictorial and abstract representations. The study of geometry should center around cooperative group investigations designed to promote the discovery of geometric concepts and principles and should encourage the development of communication, reasoning, and problem solving skills Secondary students should develop coordinate and transformational geometry as well as the usual axiomatic geometry. They should develop deductive reasoning skills by way of written proofs in a variety of formats. In the study of geometry, students should have access to appropriate manipulatives, technology, and construction materials to enhance their investigations. In problem-solving investigations, students

demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings. Students will develop Quantitative Reasoning and an understanding of Data Analysis and Probability by solving problems in which there is a need to collect, appropriately represent, and interpret data; to make inferences or predictions and to present convincing arguments; and to model mathematical situations to determine the probability.

Akili Academy Standard 3
Measurement and Geometry - All Kindergarten students will be able to:

M.GR.K.3

3.01   Identify left and right hand

3.02   Identify top, bottom, middle.

3.03   Know and use terms of orientation and relative position, such as: closed, open, on, under, over, in front, in back, behind), between, in the middle of, next to, beside, inside, outside, around, far from, near, above, below, to the right of, to the left of, here, there

3.04   Identify and sort basic plane figures: square, rectangle, triangle, circle

3.05   Identify basic shapes in a variety of common objects and artifacts (windows, pictures, books, buildings, cars, etc.).

3.06   Recognize the attributes and parts of two-dimensional and three-dimensional shapes

3.07   Make congruent shapes and designs

3.08   Compare size of basic plane figures (larger, smaller)

3.09   Identify pennies, nickels, dimes, and quarters

3.10   Identify the one-dollar bill

3.11   Identify the dollar sign ($) and cents sign (¢)

3.12   Write money amounts using the cents sign (¢)

3.13   Identify familiar instruments of measurement, such as ruler, scale, thermometer

3.14   Compare objects according to linear measure and by placing them side by side (long and short; longer than, shorter than, longer than 10 linking cubes)

3.15   Begin to measure length in inches

3.16   Compare objects according to height (taller than, shorter than)

3.17   Compare objects according to weight/mass (heavy, light, heavier than, lighter than)

3.18   Compare objects according to capacity/volume (full and empty, less full than, as full as, fuller than)

3.19   Compare objects according to temperature (hotter and cooler)

3.20   Demonstrate understanding of time by sequencing events (before and after; first, next, last)

3.21   Compare duration of events (which takes more or less time)

3.22   Read a clock face and tell time to the hour.

3.23   Talk about time using calendar (e.g. today, tomorrow, yesterday, date)

3.24 Know the days of the week and the months of the year

3.25 Identify orientation in time (today, yesterday, tomorrow; morning, afternoon; this morning vs. yesterday morning, etc.)

Data analysis is the collecting, organizing, presenting, and analyzing of numerical information using appropriate statistical methods. Discrete mathematics is the branch of mathematics that involves finite sets and structured sets, including matrices and graph theory Probability is that branch of mathematics that deals with uncertainty and the likelihood of events occurring or not occurring. These three subjects are closely interwoven. Concepts from these subjects should develop gradually through many varied experiences based on students' natural interests. These concepts are essential to help students relate mathematical thinking to real-life situations, such as weather, games, sports, newspapers, and business. Classroom explorations involving these concepts should encourage the development of communication, connections, reasoning, and problem-solving skills and should effectively incorporate the use of appropriate models, manipulatives, and technology. Talking and writing should be of particular importance in this strand as students learn to analyze information and express similarities, differences, and patterns based on their investigations The concepts studies will enable students to effectively communicate information in an organized and graphic manner that will enhance problem-solving skills. In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect.

The concepts of patterns, relations, and functions play a central role in modern mathematics. These concepts arise naturally from observations of the world. Business people, social scientists, and physical scientists use mathematics to make predictions following their study of patterns and relationships found among the quantities measured in their respective fields. In Grades K-8, students should use informal investigations to observe patterns created by nature and man (flowers, leaves, insects, music, predictable literature, wallpaper, fabric). Students should continue to use the study of patterns to explore mathematical relationships as they verbalize, complete, create, and analyze patterns. This gradual transition from the concrete to the symbolic provides a foundation for the study of functions. Not only does the high school curriculum contain in the formal study of functions and inverse relations, it also uses functions and inverse relations as modeling tools for the study of relationships found in our world. This study of functions and how things change leads naturally to powerful analytic techniques, which are collectively called calculus/ In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

M.QR.K.4

4.01 Gather and report data about oneself and familiar surroundings using teacher defined categories (preference out of two choices)

4.02 Use physical objects to organize and informally represent categorical data

4.03   Interpret data by making simple comparisons (e.g. more, less, the same)

4.04   Explore events as likely or unlikely based on shared or personal experience

Developing an intuitive, common-sense approach to number relationships and operations is of primary importance and should permeate every area of the mathematics curriculum. Number sense involves the use of "friendly easy numbers" and of actively seeking alternative ways of making computations. Number sense is not a topic to be taught as a unit, but is a prevailing theme throughout all mathematics All students should develop a conceptual understanding of number magnitude and number operations through participation in hands-on investigative activities. These activities should provide many opportunities for students to discover and develop problem-solving strategies. Student involvement in these activities should assist in the development of estimation skills (particularly when an approximate answer is sufficient) and other mental arithmetic skills (when an exact answer is required). When the numbers are not manageable for mental arithmetic and an exact answer is required, calculators or paper and pencil should be used. Parallel with the need to develop an understanding of the methods and usage of various computational techniques is the students' need for an informal development of mathematical language and symbolism. Inherent in our increasing dependence on technology is the danger of accepting machine answers at face value. A well-developed number sense can combat this danger Furthermore, number sense leads naturally to the development of symbol sense necessary for use with technology, such as graphing calculators and symbolic manipulators. This developing mathematical power will allow the students to function and communicate more effectively and with greater confidence in real-life experiences. In problem-solving investigations, students demonstrate an understanding to the real number system and communicate the relationships within the system using a variety of techniques and tools

M.NR.GR1.1

1.01	Recognize and write numbers 0-100
1.02	Count from 0-100 by ones; two; fives; tens
1.03	Count by tens from a given single-digit number
1.04	Count forward and backwards
1.05	Use tallies

1.06   Identify ordinal position, 1st to 10th
1.07   Identify dozen, half-dozen, pair
1.08   Recognize place value: ones, tens, hundreds
1.09   Sequence numbers and identify more and less; counting how many more or less; identify what is between other numbers up to 100
1.10   Given a number, identify one more and one less; ten more and ten less
1.11   Compare quantities using the sign <, >, and =
1.12   Recognize fractions as part of a whole· 1/2, 1/3, 1/4
1.13   Create and interpret simple pictorial graphs and bar graphs
1.14   Know the meaning of the plus (+) sign
1.15   Know what a "sum" is
1.16   Know addition facts to 10 + 10 (untimed mastery)
1.17   Add in any order
1.18   Know what happens when you add zero
1.19   Know how to write addition problems horizontally and vertically
1.20   Know that when you add 3 numbers, you get the same sum regardless of grouping of addends
1.21   Solve two-digit addition problems with and without regrouping
1.22   Know the relation between addition and subtraction, understand subtraction as "taking away"
1.23   Know the meaning of the minus sign (-)
1.24   Know what a "difference" is
1.25   Know subtraction corresponding to addition facts (untimed mastery)
1.26   Know how to write subtraction problems horizontally and vertically
1.27   Solve two-digit subtraction problems with and without regrouping
1.28   Mentally subtract 10 from a two-digit number
1.29   Solve basic one-step story and picture problems
1.30   Solve simple equations in the form of __ -2 = 7; 5 +__= 7
1.31   Compose and decompose numbers up to 20
1.32   Write number sentences to represent addition up to 10
1.33   Use manipulatives and pictures to model putting together and taking apart numbers up to 20
1.34   Use manipulatives and models to demonstrate doubles
1.35   Use direct models, manipulatives, and pictures to demonstrate joining and separating problems

Algebra is much more than the study of generalized forms of arithmetic. It is a powerful language used to interpret real-world experience This language is a communication tool used to analyze and describe relationships and mathematical structures Beginning at the elementary level, the

school mathematics curriculum should integrate the use of the language of algebra throughout all strands of the curriculum to enable students to shift progressively from informal to formal concepts and from concrete to symbolic representations The middle school mathematics curriculum should integrate the use of this language throughout all strands of the curriculum to enable students to progressively shift from the concrete to the symbolic. At this level, algebra should be conceptual and intuitive, not formally computational It should involve actively seeking easy and alternative ways of looking at problems These transitions should be powered by investigations involving the use of appropriate manipulatives, models, and technology, and should encourage the development of communication, reasoning, and problem-solving skills Algebra, in the K-8 classrooms, refers to informal explorations and understandings of symbolism. It is beneficial to introduce the algebraic terminology (equation, inequality, variable, etc.) in the early grades In this way high school students will be able to understand algebra as a natural outgrowth of their study of various number properties The high school curriculum should continue the development of symbolic representatives The use of modern technology frees teachers and students from the need to develop complicated pencil and paper manipulative skills in algebra. More classroom time in now allowed to apply algebra in solving challenging real-world problems. This will allow students to recognize the worth, importance, and power of the mathematics of abstraction and symbolism. In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

Akili Academy Standard 2
Algebra - Building upon Kindergarten expectations, all Grade 1 students will be able to:

M.AR.GR1.2

2.01   Establish concepts of likeness and difference by sorting and classifying objects according to various attributes· size, shape, color, amount, function, etc. and then sorting and classifying by another attribute

2.02   Define a set by the common property of its elements

2.03   In a given set, indicate which item does not belong.

2.04   Recognize patterns and predict the extension of a pattern

2.05   Describe the rule used to sort a given set of pre-sorted objects

2.06   Describe what changes in a repeating pattern

2.07   Model situations in which there is a need to join, separate, compare, and use part-part-whole using objects, pictures, geometric models and symbols

2.08   Record mathematical thinking (i.e. invented notation)

Institutional Strand 3: Measurement
Louisiana Strand 4: Geometry

Measurement is the connection between numbers and the real word and as such is a vital component of an attempt to organize the world It allows one to communicate effectively and make decisions. It relates geometry and algebra, as well as geometry and numbers, in both intuitive and formal ways. It is also a connecting theme between such diverse fields as athletics, music, travel, astronomy, and engineering. The study of measurement should consist of active investigations based on real-world problems in both individual and group format These explorations should include the appropriate use of manipulatives and technology and should encourage the development of communications, reasoning, and problem solving skills Students need to learn the effect of unit choice on mathematical entities, such as the shape of graphs and the magnitude of answers Secondary students should become so adept with the use of units that they are comfortable with the use of compound units (foot-pounds, miles per second) and specialized units (atmospheres, millennia, gigabytes) as they occur in real-world problems. In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Geometry is the study of the physical shapes of the word in which we live. It provides a natural environment for the use of inductive and deductive reasoning. It is not only basic to design, construction, and engineering, but also to law, medicine, and other fields that depend on critical deductive thinking skills It provides models for representing many numerical and algebraic concepts. In Grades K-4, students must have opportunities to examine, manipulate, and construct geometric models using concrete materials. These activities should take place in a setting where students may freely explore and discuss ideas in order to develop and use appropriate vocabulary. After such first-hand experiences, many students should be able to progress to pictorial and abstract representations. The study of geometry should center around cooperative group investigations designed to promote the discovery of geometric concepts and principles and should encourage the development of communication, reasoning, and problem solving skills. Secondary students should develop coordinate and transformational geometry as well as the usual axiomatic geometry. They should develop deductive reasoning skills by way of written proofs in a variety of formats. In the study of geometry, students should have access to appropriate manipulatives, technology, and construction materials to enhance their investigations In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings Students will develop Quantitative Reasoning and an understanding of Data Analysis and Probability by solving problems in which there is a need to collect, appropriately represent, and interpret data; to make inferences or predictions and to present convincing arguments, and to model mathematical situations to determine the probability

Akili Academy Standard 3
Measurement and Geometry - Building upon Kindergarten expectations, all Grade 1 students will be able to:

M.GR.GR1.3

3.01   Identify and recognize relative value of penny, nickel, dime, quarter
3.02   Recognize and use dollar ($) and cents (¢) signs
3.03   Show how different combinations of coins equal the same amounts of money
3.04   Identify familiar instruments of measurement, such as ruler, scale, and thermometer
3.05   Compare and order objects according to linear measure (measure length in inches and feet, non-standard units, and in centimeters; measure and draw line segments in inches and centimeters)

3.06 Compare objects according to weight/mass (compare weights of objects using a balance scale; measure weight in non-standard units and in pounds

3.07 Compare objects according to capacity /volume (estimate and measure capacity in cups; identify quart, gallon)

3.08 Associate temperature in degrees Fahrenheit with weather

3.09 Demonstrate understanding of time by sequencing events· before and after; first, next, last.

3.10 Demonstrate understanding of time by comparing duration of events which take more or less time

3.11 Read a clock face and tell time to the half-hour

3.12 Know the days of the week and the months of the year, both in order and out of sequence

3.13 Know orientation in time today, yesterday, tomorrow; morning, afternoon, evening, night; this morning vs. yesterday morning, etc

3.14 Identify left and right hand

3.15 Identify top, bottom, middle

3.16 Know and use terms of distance, orientation and relative position, such as closed, open, around; inside, outside; on, under, over, far from, near; in front, in back/behind; above, below, between, in the middle of; to the right of, to the left of; next to, beside; here, there)

3.17 Identify and draw basic plane figures square, rectangle, triangle, circle

3.18 Describe square, rectangle, triangle according to number of sides

3.19 Identify basic solid figures· sphere, cube, cone

3.20 Identify basic shapes in a variety of common objects and artifacts (balls, cans, windows, pictures, books, buildings, cars, etc.).

3.21 Make congruent shapes and designs

3.22 Name and sort plane figures by size and shape

3.22 Identify the new shape formed by combining two shapes

3.23 Recognize and compare attributes and parts of two-dimensional and three-dimensional shapes

3.24 Explore symmetry through drawings and use of manipulatives

3.25 Fill containers using nonstandard units (e g. water, sand, centimeter cubes)

Data analysis is the collecting, organizing, presenting, and analyzing of numerical information using appropriate statistical methods Discrete mathematics is the branch of mathematics that involves finite sets and structured sets, including matrices and graph theory. Probability is that branch of mathematics that deals with uncertainty and the likelihood of events occurring or not occurring. These three subjects are closely interwoven. Concepts from these subjects should develop gradually through many varied experiences based on students' natural interests. These concepts are essential to help students relate mathematical thinking to real-life situations, such as weather, games, sports, newspapers, and business Classroom explorations involving these concepts should encourage the development of communication, connections, reasoning, and problem-solving skills and should effectively incorporate the use of appropriate models, manipulatives, and technology. Talking and writing

should be of particular importance in this strand as students learn to analyze information and express similarities, differences, and patterns based on their investigations. The concepts studies will enable students to effectively communicate information in an organized and graphic manner that will enhance problem-solving skills. In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and effect.

The concepts of patterns, relations, and functions play a central role in modern mathematics. These concepts arise naturally from observations of the world Business people, social scientists, and physical scientists use mathematics to make predictions following their study of patterns and relationships found among the quantities measured in their respective fields. In Grades K-8, students should use informal investigations to observe patterns created by nature and man (flowers, leaves, insects, music, predictable literature, wallpaper, fabric). Students should continue to use the study of patterns to explore mathematical relationships as they verbalize, complete, create, and analyze patterns. This gradual transition from the concrete to the symbolic provides a foundation for the study of functions. Not only does the high school curriculum contain in the formal study of functions and inverse relations, it also uses functions and inverse relations as modeling tools for the study of relationships found in our world This study of functions and how things change leads naturally to powerful analytic techniques, which are collectively called calculus/ In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

Akili Academy Standard 4
Data Analysis, Probability, and Discrete Math: Patterns, Relations, and Functions
- Building upon Kindergarten expectations, all Grade 1 students will be able to:

M.QR.GR1.4

4.01   Collect categorical data (observe and counts frequencies) to answer a question posed by the teacher
4.02   Organize and informally represent categorical data (2 or 3 categories) using drawings or physical objects
4.03   Interpret data by making comparisons between frequencies of categorical data (e g. how many more)
4.04   Explore events as likely or unlikely, possible or impossible based on shared or personal experience

Developing an intuitive, common-sense approach to number relationships and operations is of primary importance and should permeate every area of the mathematics curriculum. Number sense involves the use of "friendly easy numbers" and of actively seeking alternative ways of making computations. Number sense is not a topic to be taught as a unit, but is a prevailing theme throughout all mathematics. All students should develop a conceptual understanding of number magnitude and number operations through participation in hands-on investigative activities. These activities should provide many opportunities for students to discover and develop problem-solving strategies. Student involvement in these activities should assist in the development of estimation skills (particularly when an approximate answer is sufficient) and other mental arithmetic skills (when an exact answer is required). When the numbers are not manageable for mental arithmetic and an exact answer is required, calculators or paper and pencil should be used. Parallel with the need to develop an understanding of the methods and usage of various computational techniques is the students' need for an informal development of mathematical language and symbolism. Inherent in our increasing dependence on technology is the danger of accepting machine answers at face value A well-developed number sense can combat this danger Furthermore, number sense leads naturally to the development of symbol sense necessary for use with technology, such as graphing calculators and symbolic manipulators. This developing mathematical power will allow the students to function and communicate more effectively and with greater confidence in real-life experiences. In problem-solving investigations, students demonstrate an understanding to the real number system and communicate the relationships within the system using a variety of techniques and tools.

M.NR.GR2.1

1.01   Recognize and write numbers to 1,000
1.02   Read and write words for numbers from one to one-hundred
1.03   Order and compare numbers to 1,000, using the signs <, >, and =
1.04   Count: by twos, threes, fives, and tens, by tens from any given number; by hundreds to 1,000; by fifties to 1,000; forward and backward
1.05   Use a number line
1.06   Use tallies

1.07	Identify ordinal position, 1st to 20th, and write words doe ordinal numbers, first to twentieth
1.08	Identify even and odd numbers
1.09	Identify dozen; half-dozen, pair
1.10	Recognize place value ones, tens, hundreds, thousands
1.11	Write numbers up to hundreds in expanded form (for example 64=60+4, 367=300+60+7)
1.12	Given a number, identify one more and one less; ten more and ten less
1.13	Round to the nearest ten
1.14	Use combinations of one- and two-digit numbers to build larger (two-digit) numbers
1.15	Use multiple strategies to compare size of two numbers (counting up, counting back)
1.16	Recognize fractions as part of a whole set or region: 1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10, connect number words for fractions with pictures and numerals, and write the corresponding numerical symbols.
1.17	Achieve timed mastery of addition facts (2 seconds)
1.18	Recognize what an addend is
1.19	Know how to write addition problems horizontally and vertically and use number sentences to represent number combinations up to 20
1.20	Know how to add in any order and check a sum by changing the order of the addends
1.21	Estimate the sum
1.22	Solve two-digit and three-digit addition problems with and without regrouping
1.23	Find the sum (up to 999) of any two whole numbers
1.24	Add three two-digit numbers
1.25	Practice doubling (adding a number to itself)
1.26	Understand the inverse relation between addition and subtraction; use addition to check subtraction
1.27	Know addition and subtraction "fact families"
1.28	Achieve mastery of subtraction facts
1.29	Estimate the difference
1.30	Know how to write subtraction problems horizontally and vertically
1.31	Solve two-digit and three-digit subtraction problems with or without regrouping
1.32	Given two whole numbers of 999 or less, find the difference
1.33	Recognize the "times" sign (x
1.34	Know what "factor" and "product" mean
1.35	Understand that you can multiply numbers in any order
1.36	Know the product of any single-digit number x 1, 2, 3, 4, 5
1.37	Know what happens when you multiply by 1, by 0, and by 10
1.38	Practice simple word problems involving multiplication
1.39	Solve basic word problems
1.40	Solve simple equations in the form of _ -9=7; 7 +_ =16; 4 x_ =8
1.41	Use number sentences to represent number combinations up to 20

1.42   Use number sentences with missing addends to represent number combinations up to 20
1.43   Use a variety of strategies to solve combination and separation problems up to 100
1.44   Represent repeated addition using pictures and models
1.45   Understand that additi8on of whole numbers result in a larger number and subtraction of whole numbers results in a smaller number

Louisiana Strand 2
Algebra

Algebra is much more than the study of generalized forms of arithmetic It is a powerful language used to interpret real-world experience. This language is a communication tool used to analyze and describe relationships and mathematical structures Beginning at the elementary level, the school mathematics curriculum should integrate the use of the language of algebra throughout all strands of the curriculum to enable students to shift progressively from informal to formal concepts and from concrete to symbolic representations. The middle school mathematics curriculum should integrate the use of this language throughout all strands of the curriculum to enable students to progressively shift from the concrete to the symbolic. At this level, algebra should be conceptual and intuitive, not formally computational. It should involve actively seeking easy and alternative ways of looking at problems. These transitions should be powered by investigations involving the use of appropriate manipulatives, models, and technology, and should encourage the development of communication, reasoning, and problem-solving skills. Algebra, in the K-8 classrooms, refers to informal explorations and understandings of symbolism. It is beneficial to introduce the algebraic terminology (equation, inequality, variable, etc) in the early grades. In this way high school students will be able to understand algebra as a natural outgrowth of their study of various number properties. The high school curriculum should continue the development of symbolic representatives. The use of modern technology frees teachers and students from the need to develop complicated pencil and paper manipulative skills in algebra. More classroom time in now allowed to apply algebra in solving challenging real-world problems. This will allow students to recognize the worth, importance, and power of the mathematics of abstraction and symbolism. In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

Akili Academy Standard 2
Algebra - Building upon K-Grade 1 expectations, all Grade 2 students will be able to:

M.AR.GR2.2

2.01   Sort objects by more than one attribute (e g., boys with glasses, blue squares)
2.02   Develop a system for sorting a given set of objects
2.03   Create and extend patterns and then translate them into a rule or drawing
2.04   Describe the rule for a pattern
2.05   Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, geometric models and symbols (e.g., multiplicative thinking may be represented by repeated addition and fair shares by repeated subtraction)

2.06	Record mathematical thinking using conventional notation
2.07	Use the = sign to connect equivalent parts in a number sentence
2.08	Create and interpret simple bar graphs.
2.09	Identify and extend numerical and symbolic patterns.

Measurement is the connection between numbers and the real word and as such is a vital component of an attempt to organize the world It allows one to communicate effectively and make decisions. It relates geometry and algebra, as well as geometry and numbers, in both intuitive and formal ways. It is also a connecting theme between such diverse fields as athletics, music, travel, astronomy, and engineering The study of measurement should consist of active investigations based on real-world problems in both individual and group format. These explorations should include the appropriate use of manipulatives and technology and should encourage the development of communications, reasoning, and problem solving skills Students need to learn the effect of unit choice on mathematical entities, such as the shape of graphs and the magnitude of answers. Secondary students should become so adept with the use of units that they are comfortable with the use of compound units (foot-pounds, miles per second) and specialized units (atmospheres, millennia, gigabytes) as they occur in real-world problems. In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Geometry is the study of the physical shapes of the word in which we live. It provides a natural environment for the use of inductive and deductive reasoning. It is not only basic to design, construction, and engineering, but also to law, medicine, and other fields that depend on critical deductive thinking skills It provides models for representing many numerical and algebraic concepts. In Grades K-4, students must have opportunities to examine, manipulate, and construct geometric models using concrete materials. These activities should take place in a setting where students may freely explore and discuss ideas in order to develop and use appropriate vocabulary After such first-hand experiences, many students should be able to progress to pictorial and abstract representations The study of geometry should center around cooperative group investigations designed to promote the discovery of geometric concepts and principles and should encourage the development of communication, reasoning, and problem solving skills. Secondary students should develop coordinate and transformational geometry as well as the usual axiomatic geometry. They should develop deductive reasoning skills by way of written proofs in a variety of formats. In the study of geometry, students should have access to appropriate manipulatives, technology, and construction materials to enhance their investigations.   In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings. Students will develop Quantitative Reasoning and an understanding of Data Analysis and Probability by solving problems in which there is a need to collect, appropriately represent, and interpret data; to make inferences or predictions and to present convincing arguments; and to model mathematical situations to determine the probability

Akili Academy Standard 3
Measurement and Geometry - Building upon K-Grade 1 expectations, all Grade 2 students will be able to:

M.GR.GR2.3

3.01	Recognize relative values of a penny, nickel, dime, quarter and dollar
3.02	Write amounts of money using $ and (¢) signs, and the decimal point
3.03	Show how different combinations of coins equal the same amounts of money and identify combinations of coins to make one dollar
3.04	Make linear measurements in feet and inches, and in centimeters
3.05	Know that one foot = 12 inches
3.06	Know abbreviations: ft. in.
3.07	Measure and draw line segments in inches to ½ inch, and in centimeters
3.08	Estimate linear measurements, then measure to check estimates
3.09	Compare weights of objects using a balance scale
3.10	Estimate and measure weight in pounds, and know abbreviation: lb
3.11	Estimate and measure capacity in cups
3.12	Measure liquid volumes: cups, pints, quarts, gallons
3.13	Compare U S. and metric liquid volumes: quart and liter (one liter is a little more than one quart)
3.14	Measure and record temperature in degrees Fahrenheit to the nearest 2 degrees
3.15	Know the degree sign
3.16	Read a clock face and tell time to five-minute intervals
3.17	Know how to distinguish time as AM or PM and understand noon and midnight
3.18	Talk about the time that events happen (e g get up, go to lunch, go home, go to bed)
3.19	Solve problems on elapsed time (how much time has passed?)
3.20	Using a calendar, identify the date, day of the week, month, year
3.21	Write the date using words and numbers
3.22	Identify and draw basic plane figures: square, rectangle, triangle, circle
3.23	Describe square, rectangle, triangle according to number of sides; distinguish between square and rectangle as regards length of sides (a square has sides of equal length)
3.24	Measure perimeter in inches of squares and rectangles
3.25	Identify solid figures – sphere, cube, pyramid, cone, cylinder – and associate solid figures with planar shape: sphere (circle), cube (square), pyramid (triangle)
3.26	Make congruent shapes and designs
3.27	Identify lines as horizontal, vertical, perpendicular; parallel
3.28	Name lines and line segments (for example, line AB, segment CD)
3.29	Identify a line of symmetry, and create simple symmetric figures
3.30	Name and sort solid and plane figures by common attributes
3.31	Recognize shapes that have symmetry

3.32 Find objects that are the same in length

3.33 Compare the length of two objects by counting the number of nonstandard units used to measure them (e.g. linking cubes)

3.34 Balance an object using nonstandard units (e.g it takes 5 paper clips to balance my pencil)

3.35 Measure an object by counting repetitions of the same unit of measure (e.g. the length of the desk measured by an index card)

3.36 Measure a large object more than once using a different tool as the unit of measure each time – decide which one is "best" for the task

3.37 Fill up containers and estimate which container holds more

Data analysis is the collecting, organizing, presenting, and analyzing of numerical information using appropriate statistical methods. Discrete mathematics is the branch of mathematics that involves finite sets and structured sets, including matrices and graph theory Probability is that branch of mathematics that deals with uncertainty and the likelihood of events occurring or not occurring These three subjects are closely interwoven. Concepts from these subjects should develop gradually through many varied experiences based on students' natural interests. These concepts are essential to help students relate mathematical thinking to real-life situations, such as weather, games, sports, newspapers, and business. Classroom explorations involving these concepts should encourage the development of communication, connections, reasoning, and problem-solving skills and should effectively incorporate the use of appropriate models, manipulatives, and technology. Talking and writing should be of particular importance in this strand as students learn to analyze information and express similarities, differences, and patterns based on their investigations. The concepts studies will enable students to effectively communicate information in an organized and graphic manner that will enhance problem-solving skills In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and effect.

The concepts of patterns, relations, and functions play a central role in modern mathematics. These concepts arise naturally from observations of the world. Business people, social scientists, and physical scientists use mathematics to make predictions following their study of patterns and relationships found among the quantities measured in their respective fields. In Grades K-8, students should use informal investigations to observe patterns created by nature and man (flowers, leaves, insects, music, predictable literature, wallpaper, fabric). Students should continue to use the study of patterns to explore mathematical relationships as they verbalize, complete, create, and analyze patterns. This gradual transition from the concrete to the symbolic provides a foundation for the study of functions. Not only does the high school curriculum contain in the formal study of functions and inverse relations, it also uses functions and inverse relations as modeling tools for the study of relationships found in our world This study of functions and how things change leads naturally to powerful analytic techniques, which are collectively called calculus/ In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

M.QR.GR2.4

4.01 Collect (e.g., observe, count, or survey) categorical data to answer a question posed by the teacher or students

4.02 Demonstrate a variety of informal techniques for organizing and representing categorical data (e.g., tallies, pictures, or physical objects, bar graph with scale provided, line plot)

4.03 Interpret data by noting characteristics of the graph (e.g., most, least, the same)

4.04 Explore events as more likely or less likely based on informal observation

Developing an intuitive, common-sense approach to number relationships and operations is of primary importance and should permeate every area of the mathematics curriculum. Number sense involves the use of "friendly easy numbers" and of actively seeking alternative ways of making computations. Number sense is not a topic to be taught as a unit, but is a prevailing theme throughout all mathematics. All students should develop a conceptual understanding of number magnitude and number operations through participation in hands-on investigative activities. These activities should provide many opportunities for students to discover and develop problem-solving strategies. Student involvement in these activities should assist in the development of estimation skills (particularly when an approximate answer is sufficient) and other mental arithmetic skills (when an exact answer is required). When the numbers are not manageable for mental arithmetic and an exact answer is required, calculators or paper and pencil should be used. Parallel with the need to develop an understanding of the methods and usage of various computational techniques is the students' need for an informal development of mathematical language and symbolism. Inherent in our increasing dependence on technology is the danger of accepting machine answers at face value. A well-developed number sense can combat this danger. Furthermore, number sense leads naturally to the development of symbol sense necessary for use with technology, such as graphing calculators and symbolic manipulators. This developing mathematical power will allow the students to function and communicate more effectively and with greater confidence in real-life experiences. In problem-solving investigations, students demonstrate an understanding to the real number system and communicate the relationships within the system using a variety of techniques and tools.

M.NR.GR3.1

1.01	Read and write numbers (in digits and words) up to six digits
1.02	Recognize place value up to hundred-thousands
1.03	Are able to order and compare numbers to 999,999, using the signs <, >, and =
1.04	Are able to count by twos, threes, fives, and tens; count by tens from any given number
1.05	Are able to write numbers in expanded form
1.06	Use a number line
1.07	Identify ordinal position, 1st to 100th
1.08	Review: even and odd numbers, dozen, half-dozen; pair

1.09	Are able to round to the nearest ten; to the nearest hundred
1.10	Identify perfect squares (and square roots) to 100, and recognize the square root sign. /
1.11	Master addition and subtraction facts up to 20
1.12	Estimate the results of addition and subtraction operations on whole numbers
1.13	Identify Roman numerals from 1 to 20 (I – XX)
1.14	Understand what negative numbers are in relation to familiar uses (such as temperatures below zero)
1.15	Locate positive and negative whole numbers on a number line
1.16	Check division by multiplying (and adding remainder)
1.17	Develop understanding of fractions as parts of unit wholes
1.18	Compare the size of common fractions using models
1.19	Recognize fractions to 1/10
1.20	Identify numerator and denominator
1.21	Are able to write mixed numbers
1.22	Recognize equivalent fractions (for example, 1/2 = 3/6)
1.23	Compare fractions with like denominators, using the signs <, >, and =
1.24	Are able to read and write decimals to the hundredth
1.25	Know and write decimal equivalents to 1/4, 1/2, and 3/4
1.26	Are able to mentally estimate a sum
1.27	Use mental computation strategies
1.28	Are able to use addition with and without regrouping. find the sum (up to 10,000) of any two whole numbers.
1.29	Understand the inverse relation between addition and subtraction; use addition to check subtraction.
1.30	Are able to mentally estimate the difference
1.31	Use mental computation strategies
1.32	Are able to use subtraction with and without regrouping· given two whole numbers of 10,000 or less, find the difference
1.33	Know basic multiplication facts to 10 x 10
1.34	Know what happens when you multiply, by 10, 100, and 1,000
1.35	Multiply two whole numbers, with and without regrouping, in which one factor is 9 or less and the other is a multi-digit number up to three digits
1.36	Write numbers in expanded form using multiplication, for example 9,278 = (9 x 1,000) + (2 x 100) + (7 x 10) + 8
1.37	Estimate a product
1.38	Solve word problems involving multiplication
1.33	Understand multiplication and division as opposite operations
1.34	Connect skip counting, repeated addition, and arrays to multiplication
1.35	Use pictures and number sentences to represent multiplication and division 1.36 problems
1.37	Know the meaning of dividend, divisor, and quotient
1.38	Know basic division facts to 100

1.39   Know that you cannot divide by 0
1.40   Know that any given number divided by 1 = that number
1.41   Divide two- and three-digit dividends by one-digit divisors
1.42   Solve division problems with remainders
1.43   Solve two-step word problems
1.44   Solve equations in the form of $\_ \times 9 = 63$; $81 \div \_ = 9$
1.45   Solve problems with more than one operation, as in $(43\text{-}32) \times (5 + 3) = \_$
1.46   Read and write expressions that use parentheses to indicate order of multiple operations
1.47   Select and use appropriate methods and tools for computing (e.g. mental computation, estimation, calculators, paper and pencil) depending on the context and nature of the computation

Louisiana Strand 2
Algebra

Algebra is much more than the study of generalized forms of arithmetic It is a powerful language used to interpret real-world experience. This language is a communication tool used to analyze and describe relationships and mathematical structures Beginning at the elementary level, the school mathematics curriculum should integrate the use of the language of algebra throughout all strands of the curriculum to enable students to shift progressively from informal to formal concepts and from concrete to symbolic representations. The middle school mathematics curriculum should integrate the use of this language throughout all strands of the curriculum to enable students to progressively shift from the concrete to the symbolic. At this level, algebra should be conceptual and intuitive, not formally computational. It should involve actively seeking easy and alternative ways of looking at problems. These transitions should be powered by investigations involving the use of appropriate manipulatives, models, and technology, and should encourage the development of communication, reasoning, and problem-solving skills. Algebra, in the K-8 classrooms, refers to informal explorations and understandings of symbolism. It is beneficial to introduce the algebraic terminology (equation, inequality, variable, etc.) in the early grades. In this way high school students will be able to understand algebra as a natural outgrowth of their study of various number properties. The high school curriculum should continue the development of symbolic representatives. The use of modern technology frees teachers and students from the need to develop complicated pencil and paper manipulative skills in algebra. More classroom time in now allowed to apply algebra in solving challenging real-world problems. This will allow students to recognize the worth, importance, and power of the mathematics of abstraction and symbolism. In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

Akili Academy Standard 2
Algebra - Building upon K-Grade 2 expectations, all Grade 3 students will be able to:

M.AR.GR3.2

2.01   Find numeric patterns in a hundreds table

2.02   Describe the patterns that result when skip-counting

2.03   Model situations that involve the addition, subtraction, and multiplication of whole numbers using objects, pictures, symbols, and geometric models

2.04   Represent the idea of an unknown quantity using a letter or a symbol

2.05   Develop an understanding of the Commutative and Associative properties of whole number addition as a tool to solve problems (e g., is 3+ (7 + 2) always the same as (3 + 7) + 2?)

2.06   Create and interpret bar graphs and line graphs

Measurement is the connection between numbers and the real word and as such is a vital component of an attempt to organize the world. It allows one to communicate effectively and make decisions. It relates geometry and algebra, as well as geometry and numbers, in both intuitive and formal ways. It is also a connecting theme between such diverse fields as athletics, music, travel, astronomy, and engineering. The study of measurement should consist of active investigations based on real-world problems in both individual and group format These explorations should include the appropriate use of manipulatives and technology and should encourage the development of communications, reasoning, and problem solving skills. Students need to learn the effect of unit choice on mathematical entities, such as the shape of graphs and the magnitude of answers. Secondary students should become so adept with the use of units that they are comfortable with the use of compound units (foot-pounds, miles per second) and specialized units (atmospheres, millennia, gigabytes) as they occur in real-world problems In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement

Geometry is the study of the physical shapes of the word in which we live It provides a natural environment for the use of inductive and deductive reasoning. It is not only basic to design, construction, and engineering, but also to law, medicine, and other fields that depend on critical deductive thinking skills. It provides models for representing many numerical and algebraic concepts. In Grades K-4, students must have opportunities to examine, manipulate, and construct geometric models using concrete materials. These activities should take place in a setting where students may freely explore and discuss ideas in order to develop and use appropriate vocabulary. After such first-hand experiences, many students should be able to progress to pictorial and abstract representations. The study of geometry should center around cooperative group investigations designed to promote the discovery of geometric concepts and principles and should encourage the development of communication, reasoning, and problem solving skills. Secondary students should develop coordinate and transformational geometry as well as the usual axiomatic geometry. They should develop deductive reasoning skills by way of written proofs in a variety of formats. In the study of geometry, students should have access to appropriate manipulatives, technology, and construction materials to enhance their investigations.   In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their

findings. Students will develop Quantitative Reasoning and an understanding of Data Analysis and Probability by solving problems in which there is a need to collect, appropriately represent, and interpret data; to make inferences or predictions and to present convincing arguments; and to model mathematical situations to determine the probability.

M.GR.GR3.3

3.01   Are able to write amounts of money using $ and () signs, and the decimal point
3.02   Are able to make change, using as few coins as possible
3.03   Add and subtract amounts of money
3.04   Multiply and divide amounts of money by small whole numbers
3.05   Make linear measurements in yards, feet, and inches; and, in centimeters and meters
3.06   Know that one foot = 12 inches, one yard = 36 inches, 3 feet = 1 yard, 1 meter = 100 centimeters; 1 meter is a little more than one yard
3.07   Measure and draw line segments in inches (to 1/4 inch), and in centimeters
3.08   Estimate linear measurements, then measure to check estimates
3.09   Make number lines and break each unit into smaller units (e.g. ½ units, 1/3 units, ¼ units)
3.10   Find the area of a design by counting the number of units used to cover or fill it (e g. pattern blocks, color tiles)
3.11   Explain the need for standard measurement
3.12   Explain what to do if the unit of measure does not work precisely
3.13   Compare weights of objects using a balance scale and are able to estimate and measure weight in pounds and ounces; grams and kilograms.
3.14   Know abbreviations: lb., oz , g., kg.
3.15   Are able to estimate and measure liquid capacity in cups, pints, quarts, gallons, and liters
3.16   Know that 1 quart = 2 pints; 1 gallon = 4 quarts
3.17   Compare U.S and metric liquid volumes: quart and liter (one liter is a little more than one quart)
3.18   Fill up measuring devices (e.g. measuring cups) to informally find volume
3.19   Measure and record temperature in degrees Fahrenheit and Celsius
3.20   Know the degree sign· °
3.21   Identify freezing point of water as 32°F = 0° C
3.22   Are able to read a clock face and tell time to the minute as either AM or PM
3.23   Tell time in terms of both "minutes before" and "minutes after" the hour
3.24   Solve problems on elapsed time (how much time has passed?)
3.25   Are able to use a calendar, identify the date, day of the week, month, and year
3.26   Write the date using words (for name of month) and numbers, and only numbers

3.27 Name and sort solid and plan figures using several attributes (e.g number of corners, number of sides, size)

3.28 Recognize and represent shapes from different perspectives and describe and reason about the results of subdividing and combining shapes

3.29 Identify lines as horizontal, vertical, perpendicular, or parallel

3.30 Name lines and line segments (for example, line AB, segment CD)

3.31 Identify polygons recognize vertex (plural vertices)

3.32 Identify sides as line segments (for example, side CD)

3.33 Identify pentagon, hexagon, octagon (regular)

3.34 Identify angles by letter names (for example, <ABC)

3.35 Identify a right angle

3.36 Know that there are four right angles in a square or rectangle

3.37 Compute area in square inches (in^2) and square centimeters (cm^2)

3.38 Recognize and draw congruent figures

3.39 Describe a flip or slide of a given shape that demonstrates that the two shapes are congruent

3.40 Identify a line of symmetry, and create symmetric figures

3.41 Identify solid figures· sphere, cube, rectangle, solid, pyramid, cone, cylinder

3.42 Describe location and movement using geometric vocabulary (e g left, right, front, back)

3.43 Describe direction of a turn using benchmark turns (e.g ¼ turn, ½ turn, full turn)

Data analysis is the collecting, organizing, presenting, and analyzing of numerical information using appropriate statistical methods. Discrete mathematics is the branch of mathematics that involves finite sets and structured sets, including matrices and graph theory Probability is that branch of mathematics that deals with uncertainty and the likelihood of events occurring or not occurring These three subjects are closely interwoven. Concepts from these subjects should develop gradually through many varied experiences based on students' natural interests These concepts are essential to help students relate mathematical thinking to real-life situations, such as weather, games, sports, newspapers, and business. Classroom explorations involving these concepts should encourage the development of communication, connections, reasoning, and problem-solving skills and should effectively incorporate the use of appropriate models, manipulatives, and technology. Talking and writing should be of particular importance in this strand as students learn to analyze information and express similarities, differences, and patterns based on their investigations The concepts studies will enable students to effectively communicate information in an organized and graphic manner that will enhance problem-solving skills. In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and effect.

The concepts of patterns, relations, and functions play a central role in modern mathematics. These concepts arise naturally from observations of the world. Business people, social scientists, and physical scientists use mathematics to make predictions following their study of patterns and relationships found among the quantities measured in their respective fields In Grades K-8, students should use informal investigations to observe patterns created by nature and man (flowers, leaves, insects, music, predictable literature, wallpaper, fabric). Students should continue to use the study of patterns to explore mathematical relationships as they verbalize, complete, create, and analyze patterns This gradual transition from the concrete to the symbolic provides a foundation for the study of functions. Not only does the high school curriculum contain in the formal study of functions and inverse relations, it also uses functions and inverse relations as modeling tools for the study of relationships found in our world. This study of functions and how things change leads naturally to powerful analytic techniques, which are collectively called calculus/ In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

Akili Academy Standard 4
Data Analysis, Probability, and Discrete Math: Patterns, Relations, and Functions
- Building upon K-Grade 2 expectations, all Grade 3 students will be able to:

M.QR.GR3.4

4.01	Collect categorical and numerical data to answer a question posed by the teacher or students
4.02	Demonstrate a variety of informal and conventional techniques for representing and organizing categorical and numerical data (e.g., tallies, tables, pictographs, bar graphs)
4.03	See and describe data as a whole, describing the shape of the distribution; reason about how individual pieces of data relate to the whole.
4.04	Find and use the mode to describe and interpret data
4.05	Describe the likelihood of an event based on experimental observations using simple randomizing devices (e.g. spinners, number cubes)

Developing an intuitive, common-sense approach to number relationships and operations is of primary importance and should permeate every area of the mathematics curriculum. Number sense involves the use of "friendly easy numbers" and of actively seeking alternative ways of making computations. Number sense is not a topic to be taught as a unit, but is a prevailing theme throughout all mathematics. All students should develop a conceptual understanding of number magnitude and number operations through participation in hands-on investigative activities. These activities should provide many opportunities for students to discover and develop problem-solving strategies. Student involvement in these activities should assist in the development of estimation skills (particularly when an approximate answer is sufficient) and other mental arithmetic skills (when an exact answer is required). When the numbers are not manageable for mental arithmetic and an exact answer is required, calculators or paper and pencil should be used Parallel with the need to develop an understanding of the methods and usage of various computational techniques is the students' need for an informal development of mathematical language and symbolism. Inherent in our increasing dependence on technology is the danger of accepting machine answers at face value. A well-developed number sense can combat this danger Furthermore, number sense leads naturally to the development of symbol sense necessary for use with technology, such as graphing calculators and symbolic manipulators. This developing mathematical power will allow the students to function and communicate more effectively and with greater confidence in real-life experiences. In problem-solving investigations, students demonstrate an understanding to the real number system and communicate the relationships within the system using a variety of techniques and tools.

Akili Academy Standard 1
Number and Number Relations - Building upon K-Grade 3 expectations, all Grade 4 students will be able to:

M.NR.GR4.1

1.01 Read and write numbers (in digits and words) up to nine digits

1.02 Place value up to hundred-millions.

1.03 Order and compare numbers to 999,999,999 using the signs <, >, and =

1.04 Write numbers in expanded form

1.05 Decompose and recompose whole numbers up to 10,000 using a variety of one, two- and three-digit combinations

1.06 Use a number line; locate positive and negative whole numbers on a number line

1.07 Round to the nearest ten; to the nearest hundred; to the nearest thousand

1.08 Develop and use strategies to estimate the results of operations on whole number

1.09	Identify perfect squares (and square roots) to 144; recognize the square root sign· /
1.10	Identify Roman numerals from 1 to 1,000 (I-M), and identify years as written in Roman numerals
1.11	Develop an understanding of fractions as parts of unit wholes and division of whole numbers
1.12	Demonstrate equivalent forms of common fractions using physical models, pictures, and number lines
1.13	Recognize fractions to one-twelfth
1.14	Identify numerator and denominator
1.15	Write mixed numbers; change improper fractions to mixed numbers
1.16	Recognize equivalent fractions (for example, 1/2 = 3/6) and put fractions in lowest terms.
1.17	Compare and order fractions using physical models, pictures, and number lines
1.18	Rename fractions with unlike denominators to fractions with common denominators
1.19	Compare fractions with like and unlike denominators, using the signs <, >, and =
1.20	se physical models and pictures to add and subtract benchmark fractions
1.21	Find 1/3, ¼ and 1/5 of a given set or area using models
1.22	Solve problems in the form of 2/3 = ?/12
1.23	Read and write decimals to the nearest thousandth
1.24	Read and write decimals as fractions (for example, 0 39 = 39/100)
1.25	Write decimals in expanded form
1.26	Round decimals to the nearest tenth; to the nearest hundredth
1.27	Compare decimals, using the signs <, >, and =
1.28	Read and write decimals on a number line
1.29	Add and subtract decimals using money models
1.30	Know basic multiplication facts to 10x10
1.31	Know what happens when you multiply by 10, 100, and 1,000
1.32	Identify multiples of a given number, common multiples of two given numbers
1.33	Multiply by two-digit and three-digit numbers
1.34	Write numbers in expanded form using multiplication
1.35	Estimate a product
1.36	Use mental computation strategies for multiplication, such as breaking a problem in to partial products, for example. 3x27 = (3x20) + (3x7) = 60+21 = 81
1.37	Check multiplication by changing the order of the factors
1.38	Demonstrate mastery of mental math strategies for multiplying numbers
1.39	Show how multiplication and division facts up to 50 re related using arrays, skip counting, and area models
1.40	Solve word problems involving multiplication
1.41	Understand multiplication and division as opposite operations
1.42	Know the meaning of dividend, divisor, and quotient
1.43	Know basic division facts to 100/10

1.44	Identify different ways of writing division problems: $28 \div 7 = 28/7$
1.45	Identify factors of a given number; common factors of two given numbers
1.46	Know that you cannot divide by 0; that any number divided by 1 = that number
1.47	Estimate the quotient
1.48	Divide dividends up to four-digits by one-digit and two-digit divisors
1.49	Solve division problems with remainders
1.50	Explain the meaning of the remainder in a division problem based on the context of the problem
1.51	Check division by multiplying (and adding remainder)
1.52	Choose the appropriate operation to solve a word problem and explain why
1.53	Solve two-step word problems
1.54	Solve equations in the form of $\_ \times 9 = 63$; $81 \,\_ = 9$
1.55	Solve problems with more than one operation, as in $(72,9) \times (36,4) = \_$
1.57	Select and use appropriate methods and tolls for computing (e.g. mental computation, estimation, calculators, paper and pencil) depending on the context and nature of the computation

Algebra is much more than the study of generalized forms of arithmetic. It is a powerful language used to interpret real-world experience. This language is a communication tool used to analyze and describe relationships and mathematical structures. Beginning at the elementary level, the school mathematics curriculum should integrate the use of the language of algebra throughout all strands of the curriculum to enable students to shift progressively from informal to formal concepts and from concrete to symbolic representations. The middle school mathematics curriculum should integrate the use of this language throughout all strands of the curriculum to enable students to progressively shift from the concrete to the symbolic. At this level, algebra should be conceptual and intuitive, not formally computational It should involve actively seeking easy and alternative ways of looking at problems These transitions should be powered by investigations involving the use of appropriate manipulatives, models, and technology, and should encourage the development of communication, reasoning, and problem-solving skills. Algebra, in the K-8 classrooms, refers to informal explorations and understandings of symbolism. It is beneficial to introduce the algebraic terminology (equation, inequality, variable, etc.) in the early grades. In this way high school students will be able to understand algebra as a natural outgrowth of their study of various number properties. The high school curriculum should continue the development of symbolic
representatives The use of modern technology frees teachers and students from the need to develop complicated pencil and paper manipulative skills in algebra. More classroom time in now allowed to apply algebra in solving challenging real-world problems This will allow students to recognize the worth, importance, and power of the mathematics of abstraction and symbolism. In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

M.AR.GR4.2

2.01   Classify observed patterns of growth according to whether the growth is constant or varied (e.g , plant lab, geometric patterns)

2.02   Record patterns of growth in tables and graphs

2.03   Interpret tables, graphs and real-world events based on how they change over time.

2.04   Model situations that involve the addition, subtraction, multiplication and division of whole numbers using objects, pictures, geometric model, and symbols.

2.05   Represent the idea of a variable as an unknown quantity using a letter or symbol.

2.06   Develop an understanding of the Commutative and Associative Properties of whole number .

2.07   Create and interpret bar graphs and line graphs

2.08   Plot points on a coordinate plane (grid), using ordered pairs of positive whole numbers.

Louisiana Strand 3: Measurement
Louisiana Strand 4: Geometry

Measurement is the connection between numbers and the real word and as such is a vital component of an attempt to organize the world It allows one to communicate effectively and make decisions. It relates geometry and algebra, as well as geometry and numbers, in both intuitive and formal ways. It is also a connecting theme between such diverse fields as athletics, music, travel, astronomy, and engineering. The study of measurement should consist of active investigations based on real-world problems in both individual and group format. These explorations should include the appropriate use of manipulatives and technology and should encourage the development of communications, reasoning, and problem solving skills. Students need to learn the effect of unit choice on mathematical entities, such as the shape of graphs and the magnitude of answers. Secondary students should become so adept with the use of units that they are comfortable with the use of compound units (foot-pounds, miles per second) and specialized units (atmospheres, millennia, gigabytes) as they occur in real-world problems In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Geometry is the study of the physical shapes of the word in which we live. It provides a natural environment for the use of inductive and deductive reasoning. It is not only basic to design, construction, and engineering, but also to law, medicine, and other fields that depend on critical deductive thinking skills. It provides models for representing many numerical and algebraic concepts. In Grades K-4, students must have opportunities to examine, manipulate, and construct geometric models using concrete materials. These activities should take place in a setting where students may freely explore and discuss ideas in order to develop and use appropriate vocabulary. After such first-hand experiences, many students should be able to progress to pictorial and abstract representations. The study of geometry should center around cooperative group investigations designed to promote the discovery of geometric concepts and principles and should encourage the development of communication, reasoning, and problem

solving skills. Secondary students should develop coordinate and transformational geometry as well as the usual axiomatic geometry. They should develop deductive reasoning skills by way of written proofs in a variety of formats. In the study of geometry, students should have access to appropriate manipulatives, technology, and construction materials to enhance their investigations. In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings. Students will develop Quantitative Reasoning and an understanding of Data Analysis and Probability by solving problems in which there is a need to collect, appropriately represent, and interpret data; to make inferences or predictions and to present convincing arguments, and to model mathematical situations to determine the probability.

Akili Academy Standard 3
Measurement and Geometry - Building upon K-Grade 3 expectations, all Grade 4 students will be able to:

M.GR.GR4.1

3.01   Solve problems involving making change in amounts up to $100.00
3.02   Solve multiplication and division problems with money
3.03   Use linear measure: estimate and make linear measurements in yards, feet, and inches (to 1/8 in.) and in meters, centimeters, and millimeters
3.04   Extend the precision of a standard measurement by using fraction strips to develop ½, ¼, or 1/10 "unit of measure"
3.05   Use a ruler to draw lines or geometric figures with given measurements
3.06   Use weight (mass): estimate and measure weight in pounds and ounces, grams and kilograms
3.07   Use capacity (volume): estimate and measure liquid capacity in teaspoons, tablespoons, cups, pints, quarts, gallons; and in milliliters and liters
3.08   Know the following equivalences among U.S. customary units of measurement, and solve problems involving changing units of measurement:

Linear measure	Weight	Capacity
1 ft. = 12 in	1 lb = 16 oz.	1 cup = 8 fl. oz.
1 yd. = 3 ft. = 36 in	1 ton = 2,000 lb.	1 pt. = 2 c.
1 mi = 5,280 ft.		1 qt. = 2 pt
1 mi. = 1,760 yd.		1 gal. = 4 qt

Know the following equivalences among metric units of measurement, and solve problems involving changing units of measurement

Linear measure	Weight	Capacity
1 cm = 10 mm	1 cg = 10 mg	1 cl = 10 ml
1 m = 1,000 mm	1 g = 1,000 mg	1 liter = 1,000 ml
1 m = 100 cm	1 g = 100 cg	1 liter = 100 cl
1 km = 1,000 m	1 kg = 1,000 g	

3.09   Tell time to the nearest five minutes

3.10 Use time· solve problems on elapsed time
3.11 Identify and draw points, segments, rays, lines
3.12 Identify and draw lines horizontal, vertical, perpendicular, parallel, intersecting
3.13 Identify angles; identify angles as right, acute, or obtuse
3.14 Describe the size of a turn angle using clock faces or geo logo
3.15 Identify and classify two-dimensional and three-dimensional shapes according to their properties
3.16 Identify and build a three-dimensional object from two-dimensional representation of that object
3.17 Identify polygons· Triangle, quadrilateral, pentagon, hexagon, and octagon (regular), Parallelogram, trapezoid, rectangle, square
3.18 Identify and draw diagonals of quadrilaterals
3.19 Identify radius (plural· radii) and diameter; radius = 1/2 diameter
3.20 Recognize similar and congruent figures
3.21 Know the formula for the area of a rectangle (Area = length x width)
3.22 Solve problems involving finding area in a variety of square units (such as mi^2, yd^2, ft^2, in^2, km^2, m^2, cm^2; mm^2)
3.23 Compute volume of rectangle prisms in cubic units (cm^3, in^3)
3.24 Identify line and rotational symmetry in two-dimensional shapes
3.25 Describe a motion of a series of motions that will show that two shapes are congruent (e.g. flip, slide, turn)
3.26 Demonstrate an understanding of turn rotation through benchmark angles
3.27 Find the distance around a geometric figure to the nearest whole number (perimeter)
3.28 Find the number of square units it takes to cover a rectangle (area)
3.29 Count the number of cubes it takes to fill a three-dimensional figure (volume)
3.30 Use measuring cups and graduated cylinders to find volume
3.31 Estimate and then measure the mass of an object to the whole nearest whole unit

Data analysis is the collecting, organizing, presenting, and analyzing of numerical information using appropriate statistical methods. Discrete mathematics is the branch of mathematics that involves finite sets and structured sets, including matrices and graph theory. Probability is that branch of mathematics that deals with uncertainty and the likelihood of events occurring or not occurring. These three subjects are closely interwoven. Concepts from these subjects should develop gradually through many varied experiences based on students' natural interests These concepts are essential to help students relate mathematical thinking to real-life situations, such as weather, games, sports, newspapers, and business Classroom explorations involving these concepts should encourage the development of communication, connections, reasoning, and problem-solving skills and should effectively incorporate the use of appropriate models, manipulatives, and technology Talking and writing should be of particular importance in this strand as students learn to analyze information and express similarities, differences, and patterns based on their investigations. The concepts studies will enable students to effectively communicate information in an organized and graphic manner that

will enhance problem-solving skills. In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and effect.

The concepts of patterns, relations, and functions play a central role in modern mathematics. These concepts arise naturally from observations of the world. Business people, social scientists, and physical scientists use mathematics to make predictions following their study of patterns and relationships found among the quantities measured in their respective fields. In Grades K-8, students should use informal investigations to observe patterns created by nature and man (flowers, leaves, insects, music, predictable literature, wallpaper, fabric). Students should continue to use the study of patterns to explore mathematical relationships as they verbalize, complete, create, and analyze patterns. This gradual transition from the concrete to the symbolic provides a foundation for the study of functions. Not only does the high school curriculum contain in the formal study of functions and inverse relations, it also uses functions and inverse relations as modeling tools for the study of relationships found in our world This study of functions and how things change leads naturally to powerful analytic techniques, which are collectively called calculus/ In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations

Akili Academy Standard 4
Data Analysis, Probability, and Discrete Math: Patterns, Relations, and Functions
- Building upon K-Grade 3 expectations, all Grade 4 students will be able to:

M.QR.GR4.4

4.01 Pose questions that can be answered with data; systematically collect and organize both categorical and numerical data.
4.02 Collect categorical data where the data is described using numbers (e.g , how many have five letters in their first name?)
4.03 Construct and use data displays (e g., tables, scaled pictographs, bar graphs, line plots) in order to answer a question
4.04 Describe a set of data as a whole, noting important features such as concentration of values, spread of the values, and extreme values
4.05 Find and use measures of center (mode and median) to summarize and interpret data.
4.06 Describe the outcomes of an experiment or

Developing an intuitive, common-sense approach to number relationships and operations is of primary importance and should permeate every area of the mathematics curriculum. Number sense involves the use of "friendly easy numbers" and of actively seeking alternative ways of making computations. Number sense is not a topic to be taught as a unit, but is a prevailing theme throughout all mathematics All students should develop a conceptual understanding of number magnitude and number operations through participation in hands-on investigative activities. These activities should provide many opportunities for students to discover and develop problem-solving strategies. Student involvement in these activities should assist in the development of estimation skills (particularly when an approximate answer is sufficient) and other mental arithmetic skills (when an exact answer is required). When the numbers are not manageable for mental arithmetic and an exact answer is required, calculators or paper and pencil should be used. Parallel with the need to develop an understanding of the methods and usage of various computational techniques is the students' need for an informal development of mathematical language and symbolism Inherent in our increasing dependence on technology is the danger of accepting machine answers at face value. A well-developed number sense can combat this danger Furthermore, number sense leads naturally to the development of symbol sense necessary for use with technology, such as graphing calculators and symbolic manipulators. This developing mathematical power will allow the students to function and communicate more effectively and with greater confidence in real-life experiences In problem-solving investigations, students demonstrate an understanding to the real number system and communicate the relationships within the system using a variety of techniques and tools.

M.NR.GR5.1

1.01 Read and write numbers (in digits and words) up to the billions
1.02 Recognize place value up to billions
1.03 Order and compare numbers to 999,999,999 using the signs <, >, and =
1.04 Write numbers in expanded form
1.05 Using a number line, locate positive and negative whole numbers
1.06 Round to the neatest ten; to the nearest hundred; to the neatest thousand, to the nearest hundred-thousand
1.07 Describe numbers according to characteristics such as evens, odds, factors, multiples, and squares
1.08 Review perfect squares (and square roots) to 144; recognize the square root sign

1.09	Identify a set and the members of a set, as indicated by ( )
1.10	Identify prime numbers less than 50
1.11	Determine the greatest common factor (GCF) of given numbers
1.12	Determine the least common multiple (LCM) of given numbers
1.13	Find 1/10 or 10 times a number using mental math
1.14	Understand integers
1.15	Locate positive and negative integers on a number line
1.16	Compare integers using symbols
1.17	Know that the sum of an integer and its opposite is 0
1.18	Add and subtract positive and negative integers
1.19	Use a variety of familiar applications to represent positive and negative numbers
1.20	Understand exponents
1.21	Review perfect squares (and square roots) to 144, recognize the square root sign
1.22	Using the terms squared and cubed and to the nth power, read and evaluate numerical expressions with exponents
1.23	Identify the powers of ten up to 10 to the sixth
1.24	Identify prime factors of numbers to 100 and write using exponential notation for multiple primes
1.25	Recognize the percent sign (%) and understand percent as "per hundred"
1.26	Develop understanding of fractions using parts of unit wholes, as part of collection, as locations on number lines, and as division of whole numbers
1.27	Use multiple models and methods to compare decimals and express equivalences between fractions, decimals, and percents, and know common equivalences·

        a. 1/10 = 10%
        b. 1 /4 = 25%
        c. 1/2 = 50%
        d   3/4 = 75%

1.28	Find the given percent of a number
1.29	Determine the least common denominator (LCD) of fractions with unlike denominators
1.30	Recognize equivalent fractions (for example, 1/2 = 3/6) and put fractions with like and unlike denominators, using the signs <, >, and =
1.31	Identify the reciprocal of a given fraction, know that the product of a given number and its reciprocal = 1
1.32	Add and subtract fractions with like and unlike denominators
1.33	Add and subtract mixed numbers and fractions; multiply mixed numbers and fractions
1.34	Round the fractions to the nearest whole number
1.35	Write fractions as decimals (e g., 1/4 = 0.25; 17/25 = 0 68; 1/3 = 0 3333... or 0.33, rounded to the nearest hundredth)
1.36	Add and subtract mixed numbers and fractions with like and unlike denominators
1.37	Multiply and divide fractions

1.38	Multiply fractions by whole numbers using models such as. clock fractions, number/ration tables, number lines, fraction strips, skip counting or array models
1.39	Read, write and order decimals to the nearest ten-thousandth
1.40	Write decimals in expanded form
1.41	Read and write decimals on a number line
1.42	Round decimals (and decimal quotients) to the nearest tenth; to the nearest hundredth; to the nearest thousandth
1.43	Estimate decimal sums, differences, and products by rounding
1.44	Add and subtract decimals through ten-thousandths
1.45	Multiply decimals by 10, 100, and 1,000, by another decimal
1.46	Divide decimals by whole numbers
1.47	Know the names and understand commutative and associative properties
1.48	Know the names and understand commutative, associative, and distributive properties
1.49	*Multiply two factors of up to four digits each*
1.50	Write numbers in expanded form using multiplication
1.51	Use a mental computation strategies for multiplication, such as breaking a problem into partial products, for example: 3x27= (3x20) + (3x7) =60+21=81.
1.52	Use partial products to verify how multiplication algorithms work
1.53	Multiply numbers by 10, $1/10^{th}$, 100 and $1/100^{th}$ using mental math
1.54	Connect multiplication by 1/3, ¼. 1/5 to division by its inverse (3, 4, 5) (e/g/ 12 x ¼ = 12 ÷ 4)
1.55	Solve word problems involving multiplication
1.56	Understand multiplication and division as opposite operations
1.57	Know what it means for one number to be "divisible" by another number
1.58	*Know that you cannot divide by 0; that any number divided by 1 = that number*
1.59	Estimate the quotient
1.60	Know how to move the decimal point when dividing by 10,100, or 1,000
1.61	Divide dividends up to four digits by one-digit, two-digit, and three-digit divisors
1.62	Solve division problems with remainders; round a repeating decimal quotient
1.63	Check division by multiplying (and adding remainder)
1.64	Solve word problems with multiple steps
1.65	Solve problems with more than one operation
1.66	Determine and express simple ratios
1.67	Use ratio to create a simple scale drawing
1.68	Understand ratio and rate: solve problems on speed as a ratio, using the formula S = D / T (or D = R x T)
1.69	Select and use appropriate methods and tools for computing (e g. mental computation, estimation, calculators, paper and pencil) depending on the context and nature of the computation
1.70	*Estimate a product*

Algebra is much more than the study of generalized forms of arithmetic. It is a powerful language used to interpret real-world experience. This language is a communication tool used to analyze and describe relationships and mathematical structures. Beginning at the elementary level, the school mathematics curriculum should integrate the use of the language of algebra throughout all strands of the curriculum to enable students to shift progressively from informal to formal concepts and from concrete to symbolic representations. The middle school mathematics curriculum should integrate the use of this language throughout all strands of the curriculum to enable students to progressively shift from the concrete to the symbolic. At this level, algebra should be conceptual and intuitive, not formally computational It should involve actively seeking easy and alternative ways of looking at problems. These transitions should be powered by investigations involving the use of appropriate manipulatives, models, and technology, and should encourage the development of communication, reasoning, and problem-solving skills Algebra, in the K-8 classrooms, refers to informal explorations and understandings of symbolism It is beneficial to introduce the algebraic terminology (equation, inequality, variable, etc.) in the early grades. In this way high school students will be able to understand algebra as a natural outgrowth of their study of various number properties. The high school curriculum should continue the development of symbolic representatives. The use of modern technology frees teachers and students from the need to develop complicated pencil and paper manipulative skills in algebra. More classroom time in now allowed to apply algebra in solving challenging real-world problems. This will allow students to recognize the worth, importance, and power of the mathematics of abstraction and symbolism. In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations

Akili Academy Standard 2
Algebra - Building upon K-Grade 4 expectations, all Grade 5 students will be able to:

M.AR.GR5.2

2.01   Recognize variables and solve basic equations using variables
2.02   Write and solve equations for word problems
2.03   Find the value of an expression given the replacement values for the variables (for example: What is 7 - c if c is 3.5?)
2.04   Find a given term in an arithmetic sequence.
2.05   Translate visual patterns into rules
2.06   Describe trends in patterns and graphs.

2.07   Model problem situations with objects and use representations such as graphs, tables or equations to draw conclusion

2.08   Use equations to express mathematical relationships.

2.09   Develop an understanding of the Distributive Properties of whole number operations as a tool to solve problems (e g., is 24 × 32 ever the same as 20 × 30 + 4 × 2?)

Measurement is the connection between numbers and the real word and as such is a vital component of an attempt to organize the world It allows one to communicate effectively and make decisions. It relates geometry and algebra, as well as geometry and numbers, in both intuitive and formal ways It is also a connecting theme between such diverse fields as athletics, music, travel, astronomy, and engineering. The study of measurement should consist of active investigations based on real-world problems in both individual and group format. These explorations should include the appropriate use of manipulatives and technology and should encourage the development of communications, reasoning, and problem solving skills. Students need to learn the effect of unit choice on mathematical entities, such as the shape of graphs and the magnitude of answers Secondary students should become so adept with the use of units that they are comfortable with the use of compound units (foot-pounds, miles per second) and specialized units (atmospheres, millennia, gigabytes) as they occur in real-world problems. In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Geometry is the study of the physical shapes of the word in which we live. It provides a natural environment for the use of inductive and deductive reasoning. It is not only basic to design, construction, and engineering, but also to law, medicine, and other fields that depend on critical deductive thinking skills It provides models for representing many numerical and algebraic concepts. In Grades K-4, students must have opportunities to examine, manipulate, and construct geometric models using concrete materials These activities should take place in a setting where students may freely explore and discuss ideas in order to develop and use appropriate vocabulary. After such first-hand experiences, many students should be able to progress to pictorial and abstract representations. The study of geometry should center around cooperative group investigations designed to promote the discovery of geometric concepts and principles and should encourage the development of communication, reasoning, and problem solving skills Secondary students should develop coordinate and transformational geometry as well as the usual axiomatic geometry. They should develop deductive reasoning skills by way of written proofs in a variety of formats In the study of geometry, students should have access to appropriate manipulatives, technology, and construction materials to enhance their investigations. In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings Students will develop Quantitative Reasoning and an understanding of Data Analysis and Probability by solving problems in which there is a need to collect, appropriately represent, and interpret data; to make inferences or predictions and to present convincing arguments; and to model mathematical situations to determine the probability.

Akili Academy Standard 3
Measurement and Geometry - Building upon K-Grade 4 expectations, all Grade 5 students will be able to:

M.GR.GR5.3

3.01   Convert to common units in problems involving addition and subtraction of different units

3.02   Use time· Solve problems on elapsed time, regroup when multiplying and dividing amounts of time

3.03   Identify and draw points, segments, rays, lines

3.04   Identify and draw lines· horizontal; vertical; perpendicular; parallel; intersecting

3.05   Measure the degrees in angles, and know that·
1. right angle = 90°
2. acute angle· less than 90°
3. obtuse angle greater than 90°
4. straight angle = 180°

3.06   Use measuring tools to find the size of turn angles in degrees

3.07   Draw benchmark turn angles (30, 45, 60, 90, 180) Identify and construct different kinds of triangles· equilateral, right, and isosceles

3.08   Know what it means for triangles to be congruent

3.09   Identify and classify polygons: triangle, quadrilateral, pentagon, hexagon, and octagon, parallelogram, trapezoid, rhombus, rectangle, square

3.10   Know that regular polygons have sides of equal length and angles of equal measure

3.11   Draw the results of subdividing and combining shapes

3.12   Identify and draw diagonals of polygons

3.13   Identify properties of circles

3.14   Identify arc, chord, radius (plural radii), and diameter (radius = 1 /2 diameter)

3.15   Using a compass, draw circles with a given diameter or radius

3.16   Find the circumference of a circle using the formulas C = pd, and C = 2 pr, using 3.14 as the value of pi

3.17   Find the distance around a geometric figure to the nearest ½, ¼, or 1/10ᵗʰ of a unit (perimeter)

3.18   Find the number of units it takes to cover a geometric figure (area)

3.19   Review the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units (such as mi2; yd2; ft2; in2; km2; m2; cm2; mm2)

3.20   Find the area of triangles, using the formula A = ½ (b x h)

3.21   Find the area of a parallelogram using the formula A = b x h

3.23   Find the area of an irregular figure (such as a trapezoid) by dividing into regular figures for which you know how to find the area

3.24   Compute volume of rectangle prisms in cubic units (cm3, in3), using the formula V =l x w x h

3.25   Find the surface area of a rectangular prism

3.26   Predict and describe the results of a slide, flip or turn of two-dimensional shapes

3.27   Use the coordinate system to specify locations and to describe paths between locations

3.28   Measure and compare objects using standard measures to the nearest 1/2., ¼, or 18ᵗʰ unit

3.29   Measure and compare objects using metric units to the nearest 1/10th

3.30 Convert measurement from feet to inches, or form meters to centimeters

3.31 Find elapsed time

Data analysis is the collecting, organizing, presenting, and analyzing of numerical information using appropriate statistical methods. Discrete mathematics is the branch of mathematics that involves finite sets and structured sets, including matrices and graph theory. Probability is that branch of mathematics that deals with uncertainty and the likelihood of events occurring or not occurring. These three subjects are closely interwoven. Concepts from these subjects should develop gradually through many varied experiences based on students' natural interests. These concepts are essential to help students relate mathematical thinking to real-life situations, such as weather, games, sports, newspapers, and business. Classroom explorations involving these concepts should encourage the development of communication, connections, reasoning, and problem-solving skills and should effectively incorporate the use of appropriate models, manipulatives, and technology. Talking and writing should be of particular importance in this strand as students learn to analyze information and express similarities, differences, and patterns based on their investigations. The concepts studies will enable students to effectively communicate information in an organized and graphic manner that will enhance problem-solving skills. In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and effect

The concepts of patterns, relations, and functions play a central role in modern mathematics. These concepts arise naturally from observations of the world. Business people, social scientists, and physical scientists use mathematics to make predictions following their study of patterns and relationships found among the quantities measured in their respective fields. In Grades K-8, students should use informal investigations to observe patterns created by nature and man (flowers, leaves, insects, music, predictable literature, wallpaper, fabric). Students should continue to use the study of patterns to explore mathematical relationships as they verbalize, complete, create, and analyze patterns. This gradual transition from the concrete to the symbolic provides a foundation for the study of functions. Not only does the high school curriculum contain in the formal study of functions and inverse relations, it also uses functions and inverse relations as modeling tools for the study of relationships found in our world. This study of functions and how things change leads naturally to powerful analytic techniques, which are collectively called calculus/ In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations

Akili Academy Standard 4
Data Analysis, Probability, and Discrete Math; Patterns, Relations, and Functions
- Building upon K-Grade 4 expectations, all Grade 5 students will be able to:

M.QR.GR5.4

4.01   Understand probability as a measure of the likelihood that an event will happen, using simple models, express probability of a given event as a fraction, as a percent, and as a decimal between 0 and 1

4.02   Collect and organize data in graphic form (bar, line, and circle graphs)

4.03   Solve problems requiring interpretation and application of graphically displayed data

4.04   Find the average (mean) of a given set of numbers

4.05   Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers

4.06   Graph simple functions

4.07   Pose questions that can be answered with data; systematically collect and organize categorical and numerical/measurement data

4.08   Construct and use data displays (e.g , tables, scaled pictographs, line plots, bar graphs) in order to answer a question

4.09   Compare related data sets noting similarities and differences in the distributions

4.10   Find and use measures of center (mean, median, mode) and spread (range) to summarize and interpret data

4.11   Identify the typical or average value in a data set as well as any atypical values

4.12   Conduct a probability experiment, represent the result as a number (fraction, decimal, percent) between 0 and 100

Question 27.a
Nonprofit Corporation Bylaws

BYLAWS
OF
AKILI ACADEMY OF NEW ORLEANS

ARTICLE I: NAME

The name of the Corporation is Akili Academy of New Orleans (hereinafter "the Corporation").

ARTICLE II: OFFICES

2. 1 <u>Principal Office</u> The Corporation's principal office shall be located in New Orleans, Louisiana

2.2 <u>Other Offices.</u> The Corporation may have additional offices within the state of Louisiana as the Board of Directors may wish to establish

ARTICLE III: STRUCTURE

3.1 <u>Members.</u> The Corporation shall not be a membership organization, and shall have no members

3 2 <u>Stock</u> *The corporation shall be organized on a non-stock basis.*

ARTICLE IV: BOARD OF DIRECTORS

4.1 <u>General Powers.</u> The Board of the Corporation shall be referred to as the Board of Directors. Subject to the limitations contained within the provisions of the Louisiana Non-profit Corporation law (La R.S. 12:201, et seq.), the Articles of Incorporation, these Bylaws, and all policies established by the Corporation's Board of Directors, the Board of directors shall set the policies of the Corporation, shall supervise, manage, and control the affairs and activities of the Corporation, and may adopt positions on issues of substance related to the purposes of the Corporation   All powers of this Corporation shall be exercised by, or under the authority of, the Board of Directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board of Directors shall have the following powers to wit:

> (1) To select and remove officers of this Corporation, to prescribe such powers and duties for them as may not be inconsistent with the Louisiana Non-profit Corporation law, the Articles of Incorporation, or these Bylaws, and to employ, discharge, and fix the compensation of, Corporation personnel

(2) To conduct, manage, control and establish policies concerning the affairs and business of the Corporation; to determine on an annual basis the substantive areas in which the Corporation's activities are to be concentrated; to establish on an annual or other basis the priorities of the Corporation; and to oversee generally the implementation of the Corporation's program.

(3) To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the name of the Corporation, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidence of debt and securities therefore.

(4) To appoint an Executive Director to be responsible for carrying out the work of the School in accordance with the policies established from time to time by the Board. Any such Executive Director shall be an ex-officio, non-voting member of the Board of Directors.

Among the policies to be set by the Board shall be policies prescribing the obligations of Board members with respect to fundraising and financial contributions, attendance at Board meetings, and commitment of time and effort to the affairs of the Corporation.

4.2. <u>Number of Directors.</u> The number of directors of the Corporation ("Directors") shall be not fewer than five (5) and shall not exceed thirteen (13) However, the number of Directors constituting the Board may be reduced as a result of a vacancy or increased upon the election of additional directors as provided in Section 4 of this Article IV.

4 3 <u>Qualifications of Directors</u> The Board may elect any person who in its discretion it believes will serve the Corporation faithfully and effectively. The Board shall, however, seek to elect Directors with the following qualifications:

1. An unwavering commitment to seeing our students superbly prepared for high school, college, and beyond;
2. A set of personal and professional skills which will further this effort,
3. A commitment to improving access to quality education for all children regardless of race or economic status;
4. An understanding of the Board's obligation to act as effective and vigilant stewards of public funds;
5. The ability to be a good judge of information regarding the Executive Director's educational and fiscal management of the School and a willingness to replace the Executive Director if results are less than satisfactory;
6. A willingness to focus on the academic achievement of children in the School, and not to divert the board's attention to matters that are peripheral to this mission;
7. An ability to fairly and accurately assess the needs of the community, and to represent the School to the community and others;
8. Attainment of at least 21 years of age;

9. Financial and/or legal, business, fundraising, management, governance, real estate development, community advocacy, or educational experience,
10. A willingness to accept and support decisions made in accordance with these Bylaws;
11. An ability and willingness to give time and energy to the School, and,
12. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the School.

4.4. Election and Term. At the first Board Meeting immediately following issuance of the charter, the Founding Board of Directors will become the governing Board of Directors and will be elected to staggered-length terms of one, two, and three years. The Directors may, in their discretion, elect additional Directors pursuant to an affirmative vote of a majority of all Directors then serving, provided that the limit on the number of Directors set forth above in Section 2 of this Article IV shall not be exceeded.

(1) Terms of Office are described as follows:

(a) After election to and completion of staggered-length terms, the term of office for a Director shall be three (3) years from the date of election. A Director's term of office shall end at the conclusion of the second Annual Meeting after the Regular, Special or Annual Meeting at which the Director was elected or at an earlier Annual Meeting in the case of Directors elected for terms shorter than three years

(b) Any vacancy occurring on the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by vote of a majority of the Directors then in office. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office. The Board may exercise all of its powers notwithstanding the existence of one or more vacancies on the Board. If the number of Directors in office has become less than five (5), the Board must elect additional Director until there are at least five (5) before taking action on any other business.

(c) A Director's term of office shall not be shortened by any reduction in the number of Directors resulting from amendment to the charter, the bylaws, or other Board action.

(d) A Director's term of office shall not be extended beyond that for which the Director was elected by amendment of the school's charter or the bylaws or other Board action

(e) No Director shall serve more than two (2) consecutive, three-year terms without at least a one (1) year break between terms

(2) Time of Elections is described as follows:

(a) The Board shall elect Directors at the Annual Meeting or, in the case of a Director elected to fill a vacancy, at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose

4.5. Removal of Directors. Any or all of the Directors may be removed with or without cause by a majority vote of the entire Board at any special meeting of the Board called for that purpose

4 6 Resignation by Directors. A Director may resign by giving written notice to the Board Chair. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair shall not be necessary to make it effective.

4 7 Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director, upon declaration of vacancy pursuant to these bylaws, or upon a Director's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors.

4.8. Compensation. Directors shall not receive any salaries or fees for their services as directors, and shall be further prohibited from serving the Corporation in any other capacity or providing goods and services and receiving compensation therefore   To the extent permitted by law, Directors may be reimbursed for ordinary and necessary expenses that he or she may incur in transacting business on behalf of the Corporation, but only after securing written approval from the Chair of the Board prior to securing such expenses.

4.9 Indemnification of Directors   To the fullest extent permitted by law, the Corporation shall indemnify its Directors and Officers, or former Directors and Officers, against judgments and fines (whether civil, criminal, administrative, or investigative) and amounts paid in settlement, costs, and expenses (including reasonable attorneys' fees) actually and necessarily incurred by him or her in connection with the defense of any pending or threatened action, suit, or proceeding in which he or she is or may be made a party by reasons of having been such a Director of Officer, for acts or omissions committed within the scope of activity as a Director or Officer, provided that the Board of Directors determines that the person or persons to be indemnified reasonably believed that he or she was acting in the best interests of the Corporation, and did not act willfully, with gross negligence, or with fraudulent or criminal intent.

ARTICLE VI: MEETINGS OF THE BOARD

6.1. Annual, Regular, Special Meetings and Committee Meetings All annual, regular, special and committee meetings of the Board of Directors shall be held in accordance with La. R.S 42:41, et. seq.

6.2 Regular Meetings Beginning with the 2008-2009 school year, the Board shall meet no less than ten (10) times per year at a meeting location to be determined by the Chair of the Board, and within the New Orleans community.

6.3 Special Meetings Special meetings may be called at any time by the Chair or by the Secretary upon written request of one-third of all of the voting Directors. Notification shall be sent by mail or wire to each member of the Board at least two (2) calendar days before the time of the meeting.

6.4 Quorum. A quorum for the transaction of business at any meeting of the Board shall consist of a majority of the voting Directors then serving, except as may otherwise be required by law Except as otherwise provided by statute or by these bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board.

6.5 Open Meetings. All regular meetings of the Board shall be open except when otherwise ordered by the Board for the consideration of executive matters as prescribed by law, LSA-R.S. 42:6.1, et seq. No final or binding action shall be taken in a closed or executive session The President of the Board shall prepare and forward to each member of the Board a tentative agenda for the meeting. At his or her discretion, the President of the Board may place a particular item or subject on the agenda upon the request of any member of the Board. Additionally, if 72 hours prior to a scheduled meeting, a majority of the Board concurs that a particular item or subject should be placed on the Board's agenda as determined by a poll conducted by the President, the item or subject shall be placed on the agenda. All matters requiring action of the Board, however, may be acted on even though not carried on the agenda, if agreed upon by 2/3 of the Board members present.

ARTICLE VII: COMMITTEES

7.1. Standing Committees. There shall be four (4) standing committees: the Academic Accountability Committee, the Governance Committee, the Development Committee and the Finance Committee The Board may create committees for any additional purpose.

7.2 Ad-hoc Committees The Chair of the Board may from time to time appoint Directors to serve on committees formed to work in a limited timeframe on a project or program with a definite end, e.g. a fundraising campaign or event.

7.3. Appointment to and Membership of Committees. The Board shall appoint members to the committees and the Board Chair shall designate the chair for each committee, with the exception of the Governance Committee which will designate its own chair. Persons other than Directors may be appointed as members of committees provided that any committee to which the powers of the Directors are delegated shall consist solely of Directors, and further provided, that all committees shall be chaired by a Director.

7.4 Governance Committee. The Board shall have a standing committee, the Governance Committee, consisting of no less than three (3) members who either reside or are employed in the New Orleans community. The Governance Committee shall

      (i)   study the qualifications of Director candidates and present qualified nominees to the Board;

      (ii)   present nominees for Officers to the Board,

      (iii)   recommend candidates to the Board to fill vacancies that arise outside the regular nominating process,

      (iv)   provide ongoing orientation to Directors; and,

      (v)   oversee a Director assessment process to ensure optimum performance.

ARTICLE VIII: OFFICERS

8 1. Officers. The Officers of the Corporation consist of a Board Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Treasurer. The Corporation also may have such other officers as the Board deems advisable.

8 2 Election and Term. The Governance Committee shall present nominations for Officers to the Board. The nominated Officers shall be Directors The Board shall elect the Officers at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur. Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman. Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year, or until a successor assumes office. A Director may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

8.3 Removal and Resignation An officer may resign by giving written notice of his or her resignation to the Chair or Secretary. Any officer may be removed, with or without cause, by a majority vote of the Board of Directors. A vacancy in any of such remaining offices shall be filled for the unexpired term by a majority vote of the Board.

8 4 Chair. It shall be the duty of the Chair of the Board to preside at all meetings of the board, to name the members of all standing and special committees of the board and to fill all vacancies, in accordance with the provisions of these Bylaws.

8.5 Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

8.6 Secretary The Secretary of the Board shall serve as custodian of the Board's records Copies of all minutes, papers and documents of the Board may be certified to be true and correct copies thereof by the Secretary of the Board.

8 7 <u>Treasurer</u>. It shall be the duty of the Treasures to ensure that the corporation's finances are in good standing and that all financial reports received by the board are accurate.

ARTICLE IX: MISCELLANEOUS

9.1 <u>Tax Returns and Financial Statements</u> The Corporation shall file timely its annual federal income tax as required by the tax regulation and instructions.

9.2 <u>Execution of Documents</u>. The Board of directors may authorize any officer or officers, agent or agents, or the Director, to enter into any contract or execute any instrument in the and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or other person shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose to any amount.

9.3 <u>Inspection of Bylaws</u> The Corporation shall keep in its principal office (once established) and official website the original copy of these Bylaws, as amended or otherwise altered to date, certified by the Secretary, which shall be open to inspection by the Board of Directors at all reasonable times during office hours.

9.4 <u>Fiscal Year</u>. The fiscal year of the Corporation shall commence on the first day of July of each Calendar year and conclude June 30 of the following calendar year.

9 5 <u>Gifts</u>. The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

9.6 <u>Corporate Seal</u>. The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

9.7 <u>Rights of Inspection</u>. Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

9.8 <u>Contracts</u> All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

9.9 <u>Accountant and Legal Counsel</u>. The Corporation shall have the right to have an accountant and legal counsel.

ARTICLE X: CONFLICTS OF INTEREST POLICY

10.1 <u>Purpose.</u> The purpose of the Conflicts of Interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

10.2. <u>Voting and Disclosure.</u> In order to minimize any risk of any conflict of interest concerning the Board of Directors and Officers of the Corporation, all Directors and Officers shall refrain from voting on any issue in which they have a financial interest. All Directors and Officers must make a full disclosure annually of all organizations, together with any other relationships which, in the judgment of the Director or Officer, has the potential for creating a conflict of interest Furthermore, in the event that the Board of Directors considers any matter that may have a material impact on any organization of which a Director or Officer serves as a Director, Officer or key employee or as to which a Director or Officer otherwise has a material relationship, such Director or Officer must disclose such relationship to the Board and must refrain from voting on such matter.

10.3. <u>Board Approval.</u> No Director or Officer, or any spouse, sibling, parent or child (in each case whether by birth, marriage, guardianship or legal adoption) of such Director or Officer or any employee or other person or entity in which a Director or Officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered unless the Board, after full disclosure of the terms and conditions of such payments, approves such payments.

ARTICLE XI: AMENDMENT OF BYLAWS

These bylaws may be amended, suspended or repealed by the affirmative vote of 2/3 of all of the members of the Board of Directors of the Corporation then serving at a meeting noticed and called for the purpose of amending, suspending or repealing the bylaws.

> b. *Attach the proposed school's policies and procedures for complying with the Louisiana Code of Ethics The code of ethics and conflict of interest policy applies to board members, officers, and employees of the school. Provide details regarding how the school will handle Code of Ethics violations.*

Code of Ethics[1]

The Board of Directors, officers, and employees of Akili Academy of New Orleans pledge that their prime responsibility as stewards of public funds and as providers of public education is to ensure that all enrolled students attain the highest education level possible, and in a manner that adheres to the highest levels of ethical responsibility. To that end, the Directors, officers, and employees of Akili Academy of New Orleans declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics·

1. Not more than 49% of the people serving on the school's Board may be comprised of: (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

2. Every Board Member has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Directors.

3. The Board of Directors and the school shall not engage in any "self-dealing transactions," except as approved by the Board "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefited by the program.

4 Any Director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or

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[1] Code of Ethics Framework courtesy of NOLA 180, Inc

Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

5. Directors representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

6 No Director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

7. Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;

8 Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school,

9. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or

10. Members of the faculty of the charter school.

11 In no instance shall a Director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Directors for the duration of such business relationship.

12. Directors, officers, or employees of any partner organization with the school other than a for-profit management organization shall hold no more than 40% of total seats comprising the Board of Directors.

13. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Director shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Director's interest in the matter will be reflected in the Board minutes.

14. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

15. Directors shall not use his or her position with the school to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

Question 36.h
Charter Applicant's Personnel Policies

2008-09

	Starting Salary
Instructional Staff	
Master Teachers	$ 46,500
Apprentice Teachers	$ 40,000
Math	$ 46,500
Science	$ 46,500
Social Studies	$ 46,500
English/Language Arts	$ 46,500
Arts/Technology	$ 46,500
Physical Education	$ 46,500
Student Support Coordinator	$ 46,500
Administrative Staff	
Executive Director	$ 80,000
Associate Director of C&I	$ 70,000
Dir of Finance and Operations	$ 60,000
Director of Development	$ 60,000
Dean of Students	$ 50,000
Office Manager	$ 30,000

Akili starting instructional staff salaries for the 2008-2009 school year are based on the current Recovery School District (RSD) salary schedule for a general education teacher with 5 years experience and a MA degree + 10% to accommodate for the extra commitment required to be an effective Akili Academy teacher Salary estimates for Apprentice Teachers are based on an estimate of less than one year of teaching experience and no master's degree. Salaries for administrators are comparable to those offered by the RSD for state-operated public schools and with other local charter schools.
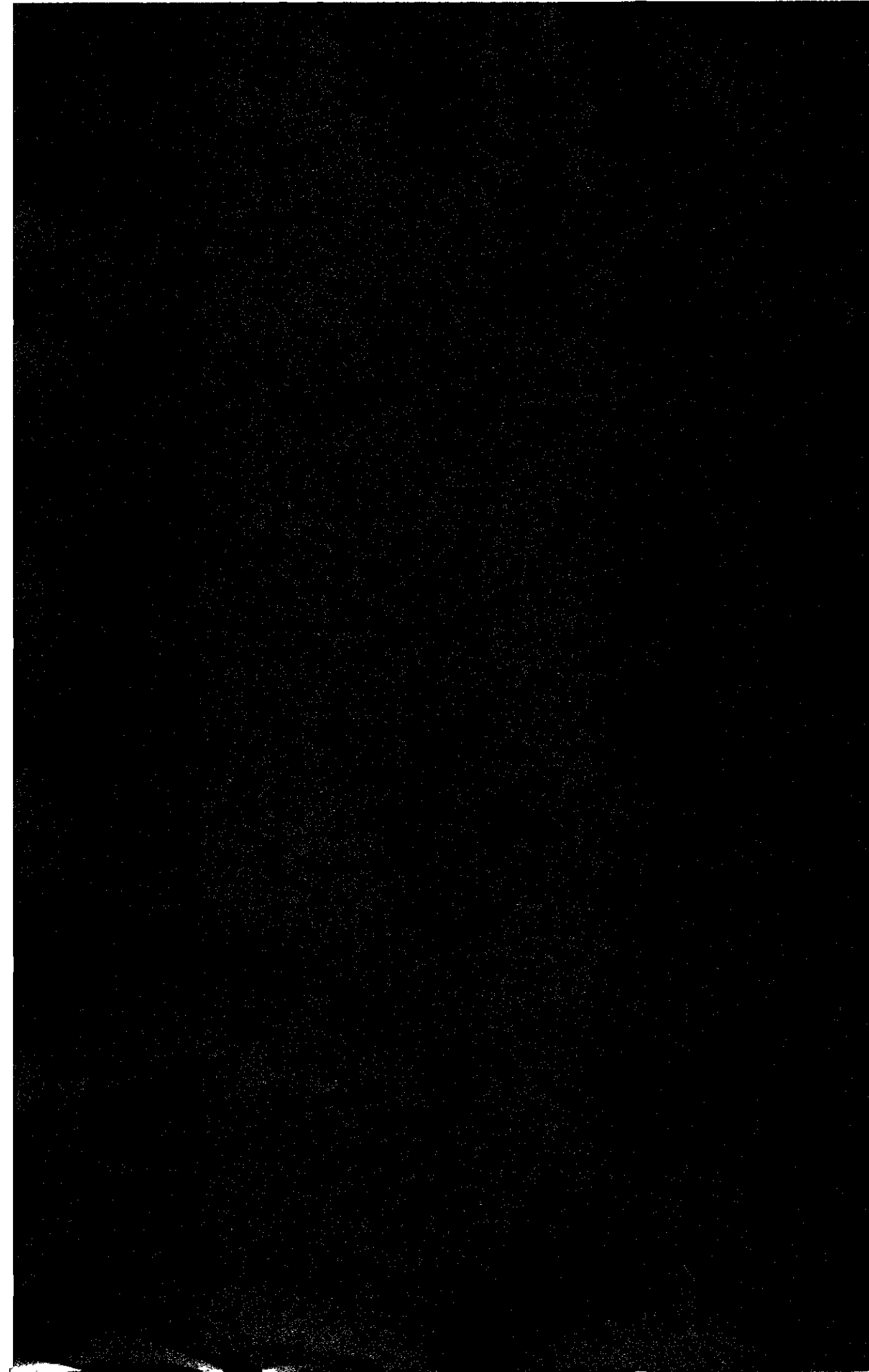
	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	REVENUES:							
	REVENUES FROM LOCAL SOURCES							
1	Local Per Pupil Aid		1XXX	$ 346,632	$ 535,546	$ 735,484	$ 946,935	$ 1,170,412
2	Earnings on Investments		15XX					
3	Food Service		16XX	$ 99,636	$ 121,513	$ 162,017	$ 202,521	$ 243,025
4	Community Service Activities		1800					
	Other Revenue From Local Sources							
5	Contributions and Donations		1920					
6	Books and Supplies Sold		1940					
7	Other Miscellaneous Revenues		199X					
8	(additional function codes may need to be added)							
9								
10	TOTAL REVENUES FROM LOCAL SOURCES			$ 446,268	$ 657,059	$ 897,501	$ 1,149,456	$ 1,413,437
	REVENUE FROM STATE SOURCES							
	Unrestricted Grants-In-Aid							
11	State Per Pupil Aid		311X	$ 441,168	$ 681,605	$ 936,070	$ 1,205,190	$ 1,489,615
12	Other Unrestricted Revenues		3190					
	Restricted Grants-In-Aid							
13	Education Support Fund (8g)		3220					
14	PIP		3230					
15	Other Restricted Revenues		3290					
16	(additional function codes may need to be added)							
17								
18	TOTAL REVENUE FROM STATE SOURCES			$ 441,168	$ 681,605	$ 936,070	$ 1,205,190	$ 1,489,615

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	REVENUE FROM FEDERAL SOURCES							
	Unrestricted Grants-In-Aid Direct From the Federal Gov't							
19	Impact Aid Fund		4110					
	Restricted Grants-In-Aid Direct From the Federal Gov't							
20	Other Restricted Grants - Direct		4390					
	Restricted Grants-In-Aid From Federal Gov't Thru State							
21	School Food Service		4515					
	Special Education							
22	IDEA - Part B		4531	$ 20,760	$ 31,451	$ 42,355	$ 53,473	$ 64,809
23	IDEA - Preschool		4532					
24	Other Special Education Programs		4535					
	No Child Left Behind (NCLB)							
25	Title I		4541	$ 74,610	$ 150,712	$ 202,959	$ 256,236	$ 310,558
26	Title I, Part C - Migrant		4542					
27	Title V - Innovative Education Programs		4543	$ 200,210	$ 200,286	$ 386	$ 487	$ 590
28	Title IV - Safe and Drug Free Schools / Comm.		4544	$ 300	$ 409	$ 551	$ 695	$ 843
29	Title II - Teacher & Principal Training/Recuiting		4545	$ 27,600	$ 37,633	$ 50,679	$ 63,982	$ 77,546
30	Other IASA Programs		4546					
31	Other Restricted Grants through State		4590					
	Revenue For/On Behalf of the LEA							
32	Value of USDA Commodities		4920					
33	(additional function codes may need to be added)							
34								
35								
36	TOTAL REVENUE FROM FEDERAL SOURCES			$ 323,480	$ 420,492	$ 296,929	$ 374,872	$ 454,345
	Other Sources of Funds (Provide Detail)							
37	Walton Family Foundation		5XXX	$ 100,000				
38	Other Sources			$ 87,992	$ 100,000	$ 100,000	$ 100,000	$ 100,000
39	TOTAL REVENUES AND OTHER SOURCES OF FUNDS			$ 1,398,908	$ 1,859,155	$ 2,230,500	$ 2,829,519	$ 3,457,398

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	EXPENDITURES:							
	I. INSTRUCTION							
	A. Regular Programs - Elementary/Secondary							
	Salaries							
40	Teachers	112	1100	$ 346,000	$ 534,570	$ 734,143	$ 857,791	$ 1,145,205
41	Aides	115	1100					
42	Substitute Teachers and Aides	123	1100					
43	Purchased Professional and Technical Services	300	1100	$ 19,000	$ 19,380	$ 19,768	$ 20,163	$ 20,566
44	Repairs and Maintenance Services	430	1100					
45	Travel Expense Reimbursement	582	1100					
	Instructional Supplies							
46	Materials and Supplies (e g , printed report cards)	610	1100	$ 8,000	$ 12,000	$ 16,000	$ 18,000	$ 23,000
47	Textbooks/Workbooks	642	1100	$ 27,000	$ 40,500	$ 54,000	$ 67,500	$ 81,000
48	Equipment	730	1100	$ 2,000	$ 3,000	$ 4,000	$ 4,500	$ 5,750
49	Miscellaneous Expenditures	890	1100	$ 6,480	$ 9,720	$ 12,960	$ 16,200	$ 19,440
50	Group Health Insurance	210	1100	$ 34,600	$ 53,457	$ 73,414	$ 85,779	$ 114,521
51	Social Security	220	1100	$ 21,452	$ 33,143	$ 45,517	$ 53,183	$ 71,003
52	Medicare	225	1100	$ 5,017	$ 7,751	$ 10,645	$ 12,438	$ 16,605
53	Employer's Contribution to Retirement	23X	1100	$ 13,840	$ 21,383	$ 29,366	$ 34,312	$ 45,808
54	Unemployment Compensation	250	1100	$ 1,730	$ 2,673	$ 3,671	$ 4,289	$ 5,726
55	Workmen's Compensation	260	1100	$ 4,117	$ 6,361	$ 8,736	$ 10,208	$ 13,628
56	(additional object codes may need to be added)							
57								
58								
59								
60	**TOTAL A. Regular Program Expenditures**			$ 489,236	$ 743,939	$ 1,012,219	$ 1,184,362	$ 1,562,252

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	B. Special Education Programs (Including Summer & Preschool) & Gifted/Talented Programs							
	Salaries							
61	Teachers	112	1210	$ 50,000	$ 51,500	$ 53,045	$ 54,636	$ 56,275
62	Therapists (OT,PT,Speech,etc.)	113	1210					
63	Aides	115	1210					
64	Substitute Teachers and Aides	123	1210					
65	Purchased Professional and Technical Services	300	1210	$ 25,000	$ 37,500	$ 50,000	$ 62,500	$ 75,000
66	Repairs and Maintenance Services	430	1210					
67	Travel Expense Reimbursement	582	1210					
	Instructional Supplies							
68	Materials and Supplies	610	1210	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
69	Textbooks/Workbooks	642	1210	$ 3,000	$ 4,500	$ 6,000	$ 7,500	$ 9,000
70	Equipment	730	1210	$ 250	$ 250	$ 250	$ 250	$ 250
71	Miscellaneous Expenditures	890	1210	$ 720	$ 1,080	$ 1,440	$ 1,800	$ 2,160
72	Group Health Insurance	210	1200	$ 5,000	$ 5,150	$ 5,305	$ 5,464	$ 5,628
73	Social Security	220	1200	$ 3,100	$ 3,193	$ 3,289	$ 3,387	$ 3,489
74	Medicare	225	1200	$ 725	$ 747	$ 769	$ 792	$ 816
75	Employer's Contribution to Retirement	23X	1200	$ 2,000	$ 2,060	$ 2,122	$ 2,185	$ 2,251
76	Unemployment Compensation	250	1200	$ 250	$ 258	$ 265	$ 273	$ 281
77	Workmen's Compensation	260	1200	$ 595	$ 613	$ 631	$ 650	$ 670
78	*(additional object codes may need to be added)*							
79								
80								
81								
82	**TOTAL B. Special Education Programs**			$ 91,640	$ 107,850	$ 124,116	$ 140,438	$ 156,820

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	C. Other Instructional Programs (Vocational Ed., Special Programs, Adult Ed., and Other Programs)							
	Salaries							
83	Teachers	112	Varies					
84	Aides	115	Varies					
85	Substitute Teachers and Aides	123	Varies					
86	Purchased Professional and Technical Services	300	Varies					
87	Repairs and Maintenance Services	430	Varies					
88	Travel Expense Reimbursement	582	Varies					
	Instructional Supplies							
89	Materials and Supplies	610	Varies					
90	Textbooks/Workbooks	642	Varies					
91	Furniture and Equipment	73X	Varies					
92	Miscellaneous Expenditures	890	Varies					
93	Group Health Insurance	210	Varies					
94	Social Security	220	Varies					
95	Medicare	225	Varies					
96	Employer's Contribution to Retirement	23X	Varies					
97	Unemployment Compensation	250	Varies					
98	Workmen's Compensation	260	Varies					
99	*(additional object codes may need to be added)*							
100								
101								
102								
103	C. TOTAL Other Instructional Programs			$ -	$ -	$ -	$ -	$ -
104	TOTAL I. INSTRUCTION			$ 580,876	$ 851,789	$ 1,136,335	$ 1,324,800	$ 1,719,072

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	II. SUPPORT SERVICES PROGRAMS							
	A. Pupil Support Services							
105	Child Welfare and Attendance Svcs. (Supervisor/Secretarial)	Varies	21XX					
106	Guidance Services (Guidance Counselor)	Varies	21XX					
107	Health Services (Nurse)	Varies	21XX	$ 19,000	$ 19,570	$ 20,157	$ 20,762	$ 21,385
108	Pupil Assessment and Appraisal Services	Varies	21XX	$ 5,000	$ 5,150	$ 5,305	$ 5,464	$ 5,628
109	Group Health Insurance	210	21XX					
110	Social Security	220	21XX					
111	Medicare	225	21XX					
112	Employer's Contribution to Retirement	23X	21XX					
113	Unemployment Compensation	250	21XX					
114	Workmen's Compensation	260	21XX					
115	(additional object codes may need to be added)							
116								
117								
118	**TOTAL A. Pupil Support Services**			$ 24,000	$ 24,720	$ 25,462	$ 26,225	$ 27,012
	B. Instructional Staff Services							
119	Salaries of Directors, Supervisors, Coordinators, ect.	111	22XX					
120	Instruction and Curriculum Development Services	Varies	22XX	$ 4,500	$ 6,500	$ 8,500	$ 9,500	$ 12,000
121	Travel & Mileage Expense Reimbursement	58X	22XX	$ 2,700	$ 3,900	$ 5,100	$ 5,700	$ 7,200
122	Instructional Staff Training Services	Varies	2230	$ 15,000	$ 15,750	$ 16,538	$ 17,364	$ 18,233
123	School Library Services	Varies	22XX					
124	Group Health Insurance	210	22XX					
125	Social Security	220	22XX					
126	Medicare	225	22XX					
127	Employer's Contribution to Retirement	23X	22XX					
128	Unemployment Compensation	250	22XX					
129	Workmen's Compensation	260	22XX					
130	(additional object codes may need to be added)							
131								
132								
133	**TOTAL B. Instructional Staff Services**			$ 22,200	$ 26,150	$ 30,138	$ 32,564	$ 37,433

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	C. General Administration							
	Board of Directors							
134	Legal Services	332	23XX	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
135	Purchased Professional and Technical Services	300	2311	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500
136	Audit Services	333	2311	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
137	Insurance (Other than Emp Benefits)	52X	23XX	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000
138	Advertising	540	2311					
139	Travel/Mileage (Board of Directors)	730	23XX					
140	Dues and Fees	810	2311					
141	Judgements	820	2311					
142	(additional object codes may need to be added)							
143								
144								
145	TOTAL C. General Administration			$ 22,500	$ 22,500	$ 22,500	$ 22,500	$ 22,500

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	D. School Administration							
	Salaries							
146	Principals	111	2410	$ 80,000	$ 82,400	$ 84,872	$ 87,418	$ 90,041
147	Assistant Principals	111	2420	$ 70,000	$ 123,600	$ 127,308	$ 131,127	$ 135,061
148	Clerical/Secretarial	114	2400	$ 30,000	$ 30,900	$ 31,827	$ 32,782	$ 33,765
149	Purchased Professional and Technical Services	300	2400					
150	Repairs and Maintenance Services	430	2400					
151	Rental of Equipment and Vehicles	442	2400	$ 8,500	$ 8,755	$ 9,018	$ 9,288	$ 9,567
152	Telephone and Postage	530	2400	$ 4,200	$ 4,326	$ 4,456	$ 4,589	$ 4,727
153	Travel Expense Reimbursement	582	2400	$ 4,000	$ 4,120	$ 4,244	$ 4,371	$ 4,502
154	Materials and Supplies	610	2400	$ 12,000	$ 12,360	$ 12,731	$ 13,113	$ 13,506
155	Furniture and Equipment	73X	2400	$ 400	$ 412	$ 424	$ 437	$ 450
156	Dues and Fees (Southern Association, etc)	810	2400	$ 1,000	$ 1,030	$ 1,061	$ 1,093	$ 1,126
157	Miscellaneous Expenditures	890	2400	$ 12,000	$ 12,360	$ 12,731	$ 13,113	$ 13,506
158	Group Health Insurance	210	24XX	$ 18,000	$ 23,690	$ 24,401	$ 25,133	$ 25,887
159	Social Security	220	24XX	$ 11,160	$ 14,688	$ 15,128	$ 15,582	$ 16,050
160	Medicare	225	24XX	$ 2,610	$ 3,435	$ 3,538	$ 3,644	$ 3,754
161	Employer's Contribution to Retirement	23X	24XX	$ 7,200	$ 9,476	$ 9,760	$ 10,053	$ 10,355
162	Unemployment Compensation	250	24XX	$ 900	$ 1,185	$ 1,220	$ 1,257	$ 1,294
163	Workmen's Compensation	260	24XX	$ 2,142	$ 2,819	$ 2,904	$ 2,991	$ 3,081
164	(additional object codes may need to be added)							
165								
166								
167	**TOTAL D. School Administration**			$ 264,112	$ 335,555	$ 345,622	$ 355,991	$ 366,671

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	E. Business Services							
	90 Fiscal Services (Internal Auditing, Budgeting,							
	Payroll, Financial and Property Accounting, etc)							
168	Salaries	11X	25XX	$ 60,000	$ 61,800	$ 127,308	$ 131,127	$ 135,061
169	Purchased Professional and Technical Services	300	2510	$ 5,000	$ 5,150	$ 5,305	$ 5,464	$ 5,628
170	Technical Services (Bank Charges)	340	2510	$ 360	$ 360	$ 360	$ 360	$ 360
171	Repairs and Maintenance Services	430	2510					
172	Rental of Equipment and Vehicles	442	2510					
173	Postage	530	2510	$ 2,100	$ 2,163	$ 2,228	$ 2,295	$ 2,364
174	Advertising	540	2510					
175	Travel Expense Reimbursement	582	2510	$ 1,000	$ 1,030	$ 1,061	$ 1,093	$ 1,126
176	Materials and Supplies	610	2510					
177	Equipment	730	2510					
178	Interest (short-term loans)	830	2513					
179	Miscellaneous Expenditures	890	2510	$ 2,160	$ 2,225	$ 2,292	$ 2,360	$ 2,431
180	Group Health Insurance	210	25XX	$ 6,000	$ 6,180	$ 12,731	$ 13,113	$ 13,506
181	Social Security	220	25XX	$ 3,720	$ 3,832	$ 7,893	$ 8,130	$ 8,374
182	Medicare	225	25XX	$ 870	$ 896	$ 1,846	$ 1,901	$ 1,958
183	Employer's Contribution to Retirement	23X	25XX	$ 2,400	$ 2,472	$ 5,092	$ 5,245	$ 5,402
184	Unemployment Compensation	250	25XX	$ 300	$ 309	$ 637	$ 656	$ 675
185	Workmen's Compensation	260	25XX	$ 714	$ 735	$ 1,515	$ 1,560	$ 1,607
186								
187								
188	**TOTAL E. Business Services**			$ 84,624	$ 87,152	$ 168,267	$. 173,304	$ 178,492

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	F. Operation and Maintenance of Plant Services							
189	Salaries (Custodians, Security, Crossing Patrol)	11X	26XX					
190	Purchased Professional and Technical Services	300	2600	$ 5,000	$ 1,000	$ 1,030	$ 1,061	$ 1,093
191	Rental of Equipment and Vehicles	442	2640	$ 5,000	$ 5,150	$ 5,305	$ 5,464	$ 5,628
192	Rental of Land	441	2600					
193	Materials and Supplies	610	2600					
194	Gasoline	626	2600					
195	Equipment	730	2600					
196	Miscellaneous Expenditures	890	2600					
	Operating Buildings							
197	Building Rental/Lease	441	2620					
198	Water/Sewage	411	2620	$8,000	$8,240	$8,487	$8,742	$9,004
199	Disposal Services	421	2620	$6,000	$6,180	$6,365	$6,556	$6,753
200	Custodial Services	423	2620	$30,000	$45,000	$60,000	$75,000	$90,000
201	Repairs and Maintenance Services	430	2620	$22,500	$33,750	$45,000	$56,250	$67,500
202	Property Insurance	522	2620					
203	Telephone	530	2620	$6,000	$6,180	$6,365	$6,556	$6,753
204	Natural Gas and Electricity	62X	2620	$60,000	$61,800	$63,654	$65,564	$67,531
205	Care and Upkeep of Grounds	4XX	2630	$7,488	$7,713	$7,944	$8,182	$8,428
206	Care and Upkeep of Equipment	4XX	2640					
207	Vehicle Operation and Maintenance	Varies	26XX					
208	Group Health Insurance	210	26XX					
209	Social Security	220	26XX					
210	Medicare	225	26XX					
211	Employer's Contribution to Retirement	23X	26XX					
212	Unemployment Compensation	250	26XX					
213	Workmen's Compensation	260	26XX					
214	(additional object codes may need to be added)							
215								
216								
217	**TOTAL F. Operation & Maintenance of Plant Services**			$149,988	$175,013	$204,151	$233,375	$262,689

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	G. Student Transportation Services							
218	Purchased Professional and Technical Services	3XX	27XX	$106,381	$109,572	$112,860	$116,245	$119,733
	Regular Transportation Services							
219	Salaries (Bus Driver & Substitutes)	11X	27XX					
220	Repairs and Maintenance Services	430	2721					
221	Payments in Lieu of Transportation	519	2721					
222	Fleet Insurance	523	2721					
223	Materials and Supplies	610	2721					
224	Gasoline/Diesel	626	2721					
225	Equipment	730	2721					
226	Miscellaneous Expenditures	890	2721					
227	Group Health Insurance	210	27XX					
228	Social Security	220	27XX					
229	Medicare	225	27XX					
230	Employer's Contribution to Retirement	23X	27XX					
231	Unemployment Compensation	250	27XX					
232	Workmen's Compensation	260	27XX					
233	(additional object codes may need to be added)							
234								
235								
236	TOTAL G. Student Transportation Services			$ 106,381	$ 109,572	$ 112,860	$ 116,245	$ 119,733

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	H. Central Services							
	Planning, Research, Development, and Evaluation Svcs.							
237	Purchased Professional and Technical Services	300	28XX					
238	Fingerprinting and Background Check	339	2830	$ 300	$ 300	$ 300	$ 300	$ 300
239	Advertising	540	2830					
240	Data Processing Services	Varies	28XX					
241	Group Health Insurance	210	28XX					
242	Social Security	220	28XX					
243	Medicare	225	28XX					
244	Employer's Contribution to Retirement	23X	28XX					
245	Unemployment Compensation	250	28XX					
246	Workmen's Compensation	260	28XX					
247								
248								
249	**TOTAL H. Central Services**			$300	$300	$300	$300	$300
250	**TOTAL II. SUPPORT SERVICE EXPENDITURES**			$ 674,105	$ 780,962	$ 909,298	$ 960,505	$ 1,014,829

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	III. OPERATION OF NON-INSTRUCTIONAL SERVICES							
	A. Food Service Operations							
251	Salaries	11X	3100					
252	Purchased Property Services	4XX	3100					
253	Food Service Management	570	3100	$ 104,880	$ 127,908	$ 170,544	$ 213,180	$ 255,816
254	Travel Reimbursement & Mileage	58X	3100					
255	Materials and Supplies	610	3100					
256	Energy (Gas, Electricity, etc)	620	3100					
257	Technical Services	340	3100					
258	Food (Purchased & Commodities)	63X	3100					
259	Telephone and Postage	530	3100					
260	Equipment	730	3100					
261	Group Health Insurance	210	31XX					
262	Social Security	220	31XX					
263	Medicare	225	31XX					
264	Employer's Contribution to Retirement	23X	31XX					
265	Unemployment Compensation	250	31XX					
266	Workmen's Compensation	260	31XX					
267	(additional object codes may need to be added)							
268								
269								
270	**TOTAL A. Food Service Operations**			$ 104,880	$ 127,908	$ 170,544	$ 213,180	$ 255,816

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	B. Community Service Operations (e g. 4-H programs)							
271	Salaries	11X	33XX					
272	Materials and Supplies	610	3300					
273	Group Health Insurance	210	33XX					
274	Social Security	220	33XX					
275	Medicare	225	33XX					
276	Employer's Contribution to Retirement	23X	33XX					
277	Unemployment Compensation	250	33XX					
278	Workmen's Compensation	260	33XX					
279	(additional object codes may need to be added)							
280								
281	TOTAL B. Community Service Operations			$ -	$ -	$ -	$ -	$ -
282	TOTAL III. OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES			$ 104,880	$ 127,908	$ 170,544	$ 213,180	$ 255,816
	IV. FACILITY ACQUISITION AND CONSTRUCTION SVCS.							
283	Architect/Engineering Services	334	4300					
284	Construction Services	450	4500					
285	Building Improvements - Renovate/Remodel	450	4600					
286	Equipment	730	4500					
287	Repairs and Maintenance Services	430	4000					
288	(additional object codes may need to be added)							
289								
290								
291	TOTAL IV. FACILITY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES			$ -	$ -	$ -	$ -	$ -

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	V. DEBT SERVICE							
292	Debt Service							
293	Banking Services	340	5100					
294	Interest (long-term)	830	5100					
295	Redemption of Principal	910	5100					
296	Miscellaneous Expenditures	890	5100					
297	*(additional object codes may need to be added)*							
298								
299								
300	**TOTAL V. DEBT SERVICE**			$ -	$ -	$ -	$ -	$ -
	TOTAL I - V. ALL EXPENDITURES			$ 1,359,861	$ 1,760,659	$ 2,216,177	$ 2,498,485	$ 2,989,717
	VI. OTHER FINANCING USES							
301	Other Uses of Funds *(provide detail)*	Varies	52XX					
302								
303	**TOTAL VI. OTHER FINANCING SOURCES (USES)**			$ -	$ -	$ -	$ -	$ -
	FUND BALANCES							
	EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES							
304	**OVER EXPENDITURES AND OTHER USES**			$ 39,047	$ 98,496	$ 14,323	$ 331,034	$ 467,681

	Year 1	Year 2	Year 3	Year 4	Year 5
Excess (Deficiency) of Revenues over Expenditures	39,047	98,496	14,323	331,034	467,681
Fund Balance at Beginning of Year		$ 39,047	$ 137,543	$ 151,865	$ 482,899
Fund Balance at End of Year	$ 39,047	$ 137,543	$ 151,865	$ 482,899	$ 950,580

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name	Akili Academy of New Orleans
Name of Proposed Charter	Akili Academy of New Orleans
Full Name:	Jolon Holly McNeil
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason.*	N/A
Current Home Address:	1207 Jackson Avenue, #303 New Orleans, LA 70130
Current Telephone Number:	504-300-6086
Date of Birth:	12-11-1975

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
High School		
X College		
Graduate Studies	The American University	
Other	Washington, DC 20016	May 1998

List of Professional Organization Membership(s) and/or Associations N/A

Present Employer may be contacted: X YES NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
9/06-2/07	Young Scholars Charter School	1415 N. Broad Street Phila., PA 19132	Middle School Spanish Teacher
8/05-6/06	D.C. Preparatory Academy	701 Edgewood St., NE Washington, DC 20017	Middle School Spanish Teacher

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENSE/CERTIFICATE	EXPIRATION DATE
7/02	SECONDARY SPANISH TEACHER	LA DEPARTMENT OF EDUATION	07/06

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

      YES   IF YES, GIVE DETAILS:

  X NO

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

      YES IF YES, GIVE DETAILS:

  X NO

Have you ever been adjudged bankrupt?

      YES IF YES, GIVE DETAILS:

  X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

      YES IF YES, GIVE DETAILS:

  X NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I was recommended by a friend to serve on the board of the proposed charter school.

Please explain why you wish to serve on the board.

I am excited to be an integral part of rebuilding the New Orleans public education system in New Orleans into one that values children and families and develops and implements effective practices and plans for their success.

Please indicate your understanding of the appropriate role of a public charter school board member.

A public charter school board member serves to provide effective oversight to a charter school, promote the school's mission and vision, and assist in fundraising efforts.

Please indicate specifically the knowledge and experience that you would bring to the board.

As a former middle school and high school educator, with experience in both traditional and charter public schools, I bring my that experience to assist the board when issues arise surrounding public education, curriculum development, and best practices. Moreover, I taught in the New Orleans Public Schools and am a resident of the city actively engaged in the rebuilding process.

Please provide a forecast of where you see the school in one year and then again in four years.

In one year, the school will have opened to its first classes of children. The school will be well equipped to serve the academic and social needs of the community of students and serve as a welcoming place for parents. All staff members, children and families will be invested in the mission and vision of Akili Academy of New Orleans. The school will be well funded and seeking more funds to continue to operate successfully.

In five years, Akili Academy of New Orleans will have developed its full curriculum that includes grades K-8. With the new grades added to the school, there are new staff members who have also invested in Akili, its children and its future. Akili Academy will have become known for its world-class education and its service to children and families. Known also for its community service, Akili will enjoy a positive synergistic relationship with its community neighbors.

Provide your understanding of the school's mission and/or philosophy.

At the Akili Academy of New Orleans, students will develop the necessary tools to excel in an intellectually demanding, college preparation environment. Akili Academy provides a college preparatory education beginning in Kindergarten and extending through Eighth grade to New Orleans students. Within a structured and rigorous learning environment, Akili Academy students are prepared to excel in academic pursuits, develop strong character, and are poised to succeed in the competitive world beyond.

Indicate if you are familiar with the educational program that the school proposes to utilize.

I am familiar with the proposed educational program of the school.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

The characteristics of excellent, successful schools are that there is a clear sense of purpose, mission and vision that has the school community's investment; there are well developed instructional goals for students; there is a safe, welcoming, orderly environment; there is a team approach to teaching, learning and decision-making; there are high student and teacher expectations and accountability and there is effective school leadership.

In order to ensure the success of Akili Academy of New Orleans the board will have to:
1) employ best practices to its structure to ensure its success as a board;
2) recruit professionals passionate about education to the board and to staff the school;
3) be invested in the school's mission and vision and think strategically and creatively about promoting them;
4) be accountable to each other and the students that the school serves;
5) encourage the School's Director while holding him accountable for policies and decisions;
6) participate in fundraising for the school;

7) create opportunities for self-assessment and training for Board members.

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?
If there is proof of the allegation, I would recommend to the person involved to resign from the board.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.
N/A

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.
N/A

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?
    YES IF YES, GIVE DETAILS:
    X NO

Have you ever been adjudged bankrupt?
    YES IF YES, GIVE DETAILS:
    X NO
Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?
    YES IF YES, GIVE DETAILS:
    X NO
As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?
    X HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:
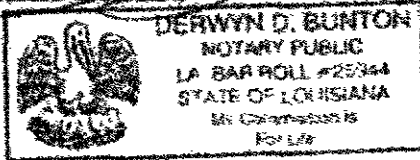
* management and administrative practices;
* compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
* financial accounting reporting requirements, including audit requirements;
* student and school performance;
* compliance with special education and Limited English Proficient (LEP) program requirements;
* compliance with state and federal grant programs, including all reporting requirements;
* all BESE and Department of Education reporting requirements, including student count reporting;
* reporting annual school and student performance to students, parents and the public;
* compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
* compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 22 day of AUGUST, 2007 at New Orleans, Louisiana.

NOTARY PUBLIC

DERWYN D. BUNTON
NOTARY PUBLIC
LA BAR ROLL #29344
STATE OF LOUISIANA
My Commission is
For Life

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name	Akili Academy of New Orleans
Name of Proposed Charter	Akili Academy of New Orleans
Full Name:	Andrew Mark Stakelum
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason.*	No.
Current Home Address:	612 Julia St., Apt. F, New Orleans, LA 70130
Current Telephone Number:	504-615-2255
Date of Birth:	2/12/1981

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
High School	St. Martin's Episcopal H.S.	1999
College	University of Georgia	2003
Graduate Studies	Tulane Law School	2006
Other		

List of Professional Organization Membership(s) and/or Associations
Louisiana State Bar Association
Maritime Law Association

Present Employer may be contacted: (YES) NO
Lewis & Kelleher, LLP
601 Poydras St., Suite 2100, New Orleans, LA 70130

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
	N/A		

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
10/13/06	LAW LICENCE	STATE OF LOUISIANA BAR ASSOCIATION	CURRENT

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

YES   IF YES, GIVE DETAILS:

(NO)

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)

or to a crime related to misappropriation of funds or theft?

YES   IF YES, GIVE DETAILS:

(NO)

Have you ever been adjudged bankrupt?

YES   IF YES, GIVE DETAILS:

(NO)

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

YES   IF YES, GIVE DETAILS:

(NO)

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I was encouraged by Lisa Amoss, a consultant for non-profit corporations in New Orleans who is assisting New School for New Orleans ("NSNO"), to consider getting involved with the charter school movement. I subsequently attended informational meetings put on by NSNO, where I had the opportunity to learn about charter schools and meet with representatives from several schools. I eventually met with Chris Clemmons and Sean Gallagher with the Akili Academy of New Orleans. After determining that all of us shared the same vision and philosophy, I eagerly pursued joining the founding board of the Akili Academy.

Please explain why you wish to serve on the board.

The short answer is that I joined this board to make a difference in New Orleans. The longer answer is that I joined this board because I believe in the charter school model, and most importantly, I believe in the philosophy of the Akili Academy. Just as importantly, I believe in the individuals who are devoted to making the Akili Academy a reality. The vision espoused by Sean Gallagher and his network of support at Building Excellent Schools is one that I believe in and one that I think I could support through my effort and skills.

Please indicate your understanding of the appropriate role of a public charter school board member.

It is my understanding that the role of a public charter school board member is to assess and ensure the

school's compliance with its charter contract. It is my position a board member owes a duty to the state and to the greater community to see that the school is properly managed.

Please indicate specifically the knowledge and experience that you would bring to the board.

As a native New Orleanian, I can first offer my knowledge of the city. This includes knowledge of the historical problems which have plagued the local schools and government, knowledge of local customs, and knowledge regarding the geography of the city and the myriad of its culturally unique neighborhoods. As an attorney, I can offer my knowledge and skills regarding contracts to which the academy may be a party, compliance with local, state, and federal regulations, and the ability to recognize obstacles and potential liabilities before they may pose a problem to the Akili Academy. In addition to this knowledge and skill, I will bring enthusiasm and a willingness to work towards a unified goal of a successful and thriving academy.

Please provide a forecast of where you see the school in one year and then again in four years.

One year from now I envision the momentous occasion of welcoming the first class to the Akili Academy of New Orleans. I envision an atmosphere of enthusiasm and hope shared by pupil, parent, and principal alike.

Four years from now I envision an academy where there is more demand than seeks available. I envision an academy which the neighborhood is proud to claim as its own. I envision an academy which has proven itself to be a leader in education in this city.

Provide your understanding of the school's mission and/or philosophy.

The Akili Academy seeks educate the children of New Orleans and send them to the most competitive high schools and, eventually, to college. The Akili Academy adheres to the philosophy that every child has this potential and the mastering the basics of reading, writing, and arithmetic will achieve this goal.

Indicate if you are familiar with the educational program that the school proposes to utilize.

My familiarity with the Akili Academy's educational program comes from my discussions with Sean Gallagher. I would not have chosen to join this board if I did not have full confidence in the Akili Academy's proposed methods and in Mr. Gallagher's ability to execute these methods.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school must have a good plan and must have strong capable leader to execute the plan. This is likely even more important for a newly chartered school, which is essentially starting with a blank slate and must build from the ground up. The board's role is to help guide the direction of the school and create the parameter for which the school's leader to execute this plan. The board must ensure the school's financial viability and soundness. The board must also facilitate the school by reviewing it's operational and structures and policies.

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

* management and administrative practices;
* compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
* financial accounting reporting requirements, including audit requirements;
* student and school performance;
* compliance with special education and Limited English Proficient (LEP) program requirements;
* compliance with state and federal grant programs, including all reporting requirements;
* all BESE and Department of Education reporting requirements, including student count reporting;
* reporting annual school and student performance to students, parents and the public;
* compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
* compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 2 2 day of August , 20 0 7 at New Orleans , Louisiana.

_____
NOTARY PUBLIC

EVE M. SARCO
NOTARY PUBLIC
LA Bar Number 30710
State of Louisiana
My Commission Expires at Death

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name	Akili Academy of New Orleans
Name of Proposed Charter	Akili Academy of New Orleans
Full Name:	Jeffray Anthony Teague
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason.*	Never had name changed
Current Home Address:	2857 Annunciation Street, New Orleans, La. 70115
Current Telephone Number:	(504) 813 3458
Date of Birth:	06/03/73

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
X High School	Brother Martin High School	1991
X College	Loyola University-New Orleans	1995
☐ Graduate Studies		
☐ Other		

List of Professional Organization Membership(s) and/or Associations   La. State Society of CPAs

Present Employer may be contacted:
   X   YES
      NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
2002-Present	Young Leadership Council	New Orleans	Board Member Treasurer 2003 VP Membership 2002
2002-2005	Big Brothers/Big Sisters Southeast Louisiana	New Orleans	Board Member Treasurer 2004-2005

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
1996	#22912	State Board of CPAs of Louisiana	N/A

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

      YES   IF YES, GIVE DETAILS:

  X NO

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)

or to a crime related to misappropriation of funds or theft?

      YES IF YES, GIVE DETAILS:

  X NO

Have you ever been adjudged bankrupt?

      YES IF YES, GIVE DETAILS:

  X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

      YES IF YES, GIVE DETAILS:

  X NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.
I was contacted by Sean Gallagher and Chris Clemons with Building Excellent Schools regarding the opportunity.

Please explain why you wish to serve on the board.
I feel the charter school movement is a very positive step for education in New Orleans. I would like to help this movement by using my financial skill sets and non-profit board experience to help the Akili Academy of New Orleans School Board.

Please indicate your understanding of the appropriate role of a public charter school board member.
My understanding of the role is as a policy maker for the organization, an ambassador for the board, fundraiser for the organization, and fiduciary responsibility for the board.

Please indicate specifically the knowledge and experience that you would bring to the board.
My skills include serving on 2 non-profit boards for several years including holding several executive positions on those boards. Additionally, I have worked in the accounting field for 11+ years including 6 years as an auditor and am currently a controller. I am a licensed CPA in inactive status (i.e. not practicing as a public accountant). I also have experience volunteering with several other local not for profits including the Bridge House, Loyola University,

Please provide a forecast of where you see the school in one year and then again in four years.
In one year, I see the school opening as a K-8 school starting with a few grades. In four years, I would foresee the school having grown to a full (or close to full) K-8 grades with a vibrant student enrollment and sound financial footing.

Provide your understanding of the school's mission and/or philosophy.
My understanding of the school's mission is to prepare each of it's students for success in a college preparatory high school and ultimately in college. Additionally, the mission of the school is to help the student develop the necessary character traits for success in life.

Indicate if you are familiar with the educational program that the school proposes to utilize.
The educational philosophy of Aldi Academy rests on the following core tenets:

1. All students can learn, regardless of background.
2. Great teachers and great teaching are essential to student academic success.
3. A highly structured, focused, and accountable school culture drives student achievement.
4. Data analysis drives effective instruction.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

Characteristics of a successful school include a robust enrollment where the kids are actively engaged in their school environment. I believe a successful school has strong involvement from the parent/guardian stakeholders. A successful school should have a qualified and active board who provides the policies, direction and governance for the institution. A successful school should also have a strong and dynamic school leader supported by a qualified staff. I think the board would need to work closely with the school leader to ensure the policies and direction of the organization is being followed. Additionally, the board should be well-informed of the financial status and viability of the school to ensure the school's success.

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would notify the board chair, and if necessary, the appropriate authorities.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

We do not know any prospective school employees or anyone that plans to do business with the school.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

I don't foresee any potential ethical or legal conflicts of interest.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S.
    15:587.1(c)
or to a crime related to misappropriation of funds or theft?

      YES IF YES, GIVE DETAILS:
  X NO

Have you ever been adjudged bankrupt?

      YES IF YES, GIVE DETAILS:
  X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

      YES IF YES, GIVE DETAILS:
  X NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

    Yes

  X HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS? Yes

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 23

day of August, 2007 at Harvey, Louisiana.

NOTARY PUBLIC

VICKY L. POLLARD LBN 24606
ATTORNEY NOTARY
STATE OF LOUISIANA
LIFETIME COMMISSION

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name	Akili Academy of New Orleans
Name of Proposed Charter	Akili Academy of New Orleans
Full Name:	Merry P. Sorrells
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason.*	Merry Ann Pease
Current Home Address:	5401 Janice Ave Kenner, LA 70065
Current Telephone Number:	(504)889-2273
Date of Birth:	October 20, 1957

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
xHigh School	Riverside Brookfield H.S.	1975
xCollege	Principia College	1979
xGraduate Studies	University of New Orleans	2006
☐ Other		

List of Professional Organization Membership(s) and/or Associations	National Association of Independent Schools
Present Employer may be contacted:	xYES
	☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
Jan '98 – May '06	Isidore Newman School	1903 Jefferson Ave N.O., LA 70115	Admission Director Advancement Director Board Member Parent Committee President
June '06 – present	St. Paul's Episcopal School	6249 Canal Blvd. N.O., LA 70124	Head of School

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE	LICENSE/CERTIFICATE	ISSUER OF	EXPIRATIO

DATE   LICENCE/CERTIFICAT   N DATE
                                E

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

    ☐ YES   IF YES, GIVE DETAILS:

    X NO

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)

or to a crime related to misappropriation of funds or theft?

    ☐ YES IF YES, GIVE DETAILS:

    X NO

Have you ever been adjudged bankrupt?

    ☐ YES IF YES, GIVE DETAILS:

    X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

    ☐ YES IF YES, GIVE DETAILS:

    X NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

My name was recommended to the Akili group by a New Orleans educational group which collected, compiled and distributed names of those whose professional biographies seemed suitable for Charter School Board membership.

Please explain why you wish to serve on the board.

The mission of the Akili Academy is one that I believe in. It is my belief that all children deserve of an excellent education. I think that the founding boards of the new charter schools, will through their diligence and guidance, secure the success of the city's new educational environment.

Please indicate your understanding of the appropriate role of a public charter school board member.

The role of a public charter school board member involves sharing a commitment to the mission and vision of the School, including a willingness to volunteer expertise, connections and time to

the creation and success of the School.

Please indicate specifically the knowledge and experience that you would bring to the board.
I have served on the boards of two schools. This service has included membership on governance, trusteeship, finance, admission, development, strategic planning and student life committees. Professionally, I have held the following administrative roles; Director of Admission; Director of Institutional Advancement; and Head of School. Personally, I have pursued an interest in public and charter schools by cultivating relationships with administrators of those types of schools through visits and conversations. Additionally, I have completed a masters program in Educational Administration designed and focused around public school education.

Please provide a forecast of where you see the school in one year and then again in four years.
In one years time I see the foundation and direction of the Akili Academy established, the location secured and students enrolled and ready to begin the school year. In four years, I expect to see a fully enrolled and functioning charter school executing its mission of preparing its students for success in the future.

Provide your understanding of the school's mission and/or philosophy.
My understanding is that the mission of the Akili Academy is for its students to develop the necessary tools to excel in an intellectually demanding, college preparatory environment.

Indicate if you are familiar with the educational program that the school proposes to utilize.
I am not familiar with the specific educational program that the school proposes to utilize, however my understanding is that the program will be a rigorous college preparative oriented program.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?
I think a successful school is a school which is well governed and well supported by board, administration faculty, staff, parents and community. I think that the Board will need to be committed to, involved in, and passionate about the mission and operation of the School.

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?
I would follow the set policy and expectations of the Board in handling such a situation.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.
I do not, nor does my spouse know anyone already known to be prospective school employee, or anyone who plans to do business with the School.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.
I do not foresee any potential ethical or legal conflicts of interest in serving on the Akili Academy of New Orleans Board.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?
☐ YES IF YES, GIVE DETAILS:
X NO

Have you ever been adjudged bankrupt?
☐ YES IF YES, GIVE DETAILS:
X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?
☐ YES IF YES, GIVE DETAILS:
X NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code? Yes

HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS? Yes.

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

* management and administrative practices;
* compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
* financial accounting reporting requirements, including audit requirements;
* student and school performance;
* compliance with special education and Limited English Proficient (LEP) program requirements;
* compliance with state and federal grant programs, including all reporting requirements;
* all BESE and Department of Education reporting requirements, including student count reporting;
* reporting annual school and student performance to students, parents and the public;
* compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
* compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Merry P Sonella

Subscribed and sworn before me, the undersigned Notary Public, this _____ day of *August 23*, 20*07* at *New Orleans*, Louisiana.

NOTARY PUBLIC

MARCELLE MOREL
Attorney/Notary Public
State of Louisiana
Parish of Jefferson, State of Louisiana
LSBA 29502-NID 80009
My Commission expires with life

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name Akili Academy of New Orleans

Name of Proposed Charter Akili Academy of New Orleans

Full Name: Sarah Gorham Hunter

Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason.* Sarah Gorham

Current Home Address: 1228 Pine Street, New Orleans, LA 70118

Current Telephone Number: 504-865-8494

Date of Birth: 8/14/69

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
☒ High School	The Brearley School	1987
☒ College	Yale University	1991
☒ Graduate Studies	NYU School of Law	1996
☐ Other		

List of Professional Organization Membership(s) and/or Associations

Present Employer may be contacted: ☒ YES   ☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
3/1997	Admitted to NY State Bar	NY State Bar	renewal 8/2008

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has said license held by you ever been suspended or revoked?

☐ YES   ☒ NO   IF YES, GIVE DETAILS:

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or their?

☐ YES   ☒ NO   IF YES, GIVE DETAILS:

Have you ever been adjudged bankrupt?

☐ YES   ☒ NO   IF YES, GIVE DETAILS:

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES   ☒ NO   IF YES, GIVE DETAILS:

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered. See attached Exhibit A

Please explain why you wish to serve on the board.

Please indicate your understanding of the appropriate role of a public charter school board member.

Please indicate specifically the knowledge and experience that you would bring to the board.

Please provide a forecast of where you see the school in one year and then again in four years.

Please indicate your understanding of the school's mission and/or philosophy.

Provide your understanding of the school's mission and/or philosophy.

Indicate if you are familiar with the educational program that the school proposes to utilize.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

Please indicate if you forsee any potential ethical or legal conflicts of interests should you serve on the school's board.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?

   ☐ YES IF YES, GIVE DETAILS:

   ☒ NO

Have you ever been adjudged bankrupt?

   ☐ YES IF YES, GIVE DETAILS:

   ☒ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

   ☐ YES IF YES, GIVE DETAILS:

   ☒ NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

   ☒ HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name	Akili Academy of New Orleans
Name of Proposed Charter	Akili Academy of New Orleans
Full Name:	Sean T. Gallagher
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason.*	
Current Home Address:	200 Broadway Street, Suite 108, New Orleans, LA 70118
Current Telephone Number:	504-491-8198
Date of Birth:	09-05-1968

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
High School	Central Bucks HS East	1986
College	Villanova University	1990
Graduate Studies	Drexel University	1996
Graduate Studies	Gwynedd-Mercy College	2001

List of Professional Organization Membership(s) and/or Associations	Association for Supervision and Curriculum Development (ASCD)
Present Employer may be contacted:	X YES

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
7/05-7/07	Independence Charter School	105 S. 7th St., 2nd Flr., Philadelphia, PA 19106	Vice Principal
8/02-7/05	Mastery Charter Schools	35 S. 4th St., Philadelphia, PA 19106	Teacher
9/95-8/02	The School District of Philadelphia	440 N. Broad St., Philadelphia, PA 19130	Teacher

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
10/1/96	Elementary Teacher K-6	PA Department of Education	N/A

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

   X   NO

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)

or to a crime related to misappropriation of funds or theft?

   X   NO

Have you ever been adjudged bankrupt?

   X   NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

   X   NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I am the Lead Founder of the proposed Akili Academy of New Orleans and have recruited the members of the school's founding team.

Please explain why you wish to serve on the board.

As a member of the founding team and as the school's proposed Executive Director, upon chartering I would expect to serve as an ex-officio member of this board.

Please indicate your understanding of the appropriate role of a public charter school board member.

A public charter school board member fulfills governance functions, reaches out to the community, gives time and money, and uses skills and expertise on behalf of the organization.

Please indicate specifically the knowledge and experience that you would bring to the board.

I bring 12 years experience as a public educator, the last five (5) working in the start-up phase of two outstanding charter schools, including two (2) years as the Vice Principal of Independence Charter School in Philadelphia.

Please provide a forecast of where you see the school in one year and then again in four years.

In one year, Akili Academy will have all of its initial group of Kindergarten and 1ˢᵗ graders at or above grade level, and will be recognized throughout New Orleans as an outstanding school as evidenced by a waiting list for prospective students. In four years, Akili Academy will be recognized as one of the best schools in New Orleans, as evidenced by state test scores rivaling or exceeding those of private schools in the city.

Provide your understanding of the school's mission and/or philosophy.

At the Akili Academy of New Orleans[1], students will develop the necessary tools to excel

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[1] Akili Academy is a proposed charter school for New Orleans, Louisiana. The official name and mission of the school will be determined with the Founding Board members. Akili is a Swahili term which can be understood in English as intellect, knowledge, and scholastic achievement.

in an intellectually demanding, college preparation environment. Akili Academy provides a college preparatory education beginning in Kindergarten and extending through eighth grade to New Orleans students. Within a structured and rigorous learning environment, Akili Academy students are prepared to excel in academic pursuits, develop strong character, and are poised to succeed in the competitive world beyond.

Indicate if you are familiar with the educational program that the school proposes to utilize.

Through my work as an educator, my work in the Building Excellent Schools Fellowship, and the work with the founding team, I am very familiar with the educational program the school proposes to utilize. Akili Academy provides a college preparatory education beginning in Kindergarten and extending through eighth grade to New Orleans students. Within a structured and rigorous learning environment, Akili Academy students are prepared to excel in academic pursuits, develop strong character, and are poised to succeed in the competitive world beyond.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this

school is successful?

A successful school is driven in every area by the academic performance of its students, and governance is no exception. An urban charter school cannot succeed without the determination of its board to hold the school fast to its ambitious standards and provide the resources necessary to meet those standards.

in an intellectually demanding, college preparation environment. Akili Academy provides a college preparatory education beginning in Kindergarten and extending through eighth grade to New Orleans students. Within a structured and rigorous learning environment, Akili Academy students are prepared to excel in academic pursuits, develop strong character, and are poised to succeed in the competitive world beyond.

Indicate if you are familiar with the educational program that the school proposes to utilize.

Through my work as an educator, my work in the Building Excellent Schools Fellowship, and the work with the founding team, I am very familiar with the educational program the school proposes to utilize. Akili Academy provides a college preparatory education beginning in Kindergarten and extending through eighth grade to New Orleans students. Within a structured and rigorous learning environment, Akili Academy students are prepared to excel in academic pursuits, develop strong character, and are poised to succeed in the competitive world beyond.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school is driven in every area by the academic performance of its students, and governance is no exception. An urban charter school cannot succeed without the determination of its board to hold the school fast to its ambitious standards and provide the resources necessary to meet those standards.

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

As the proposed Executive Director of Akili Academy, in this situation I would bring the matter to the attention of the Board Chair. I would expect that the Board Chair would remove said member(s) from the Board.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

I am the proposed Executive Director of the school. I am unaware of any other people who are prospective school employees or that plan to do business with the school.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

None

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c)
or to a crime related to misappropriation of funds or theft?
    X   NO

Have you ever been adjudged bankrupt?
     X   NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?
    X   NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code? *YES, I understand this.*

    X   YES HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA
    CODE OF GOVERNMENTAL ETHICS?

ASSURANCE FORM
(*must be notarized*)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance.
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 30th

day of ___August___ **, 200**7** at** ___New Orleans___ **, Louisiana.**

_____
NOTARY PUBLIC

<u>Exhibit A</u>

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I became aware of Akili Academy through New Schools for New Orleans Post Katrina. I was interested in serving as a board member for a new charter school and went to an event that New Schools for New Orleans hosted. I submitted my name to New Schools for New Orleans as someone who would be willing to serve as a board member. Akili Academy contacted me and that is how I found out about the proposed school.

Please explain why you wish to serve on the board.

I would like to serve on Akili Academy's board because I would like to be a part of the charter school movement in New Orleans. I believe that given the current state of public education in New Orleans, this is an unique opportunity to change public education for the better and I would like to contribute in any way possible.

Please indicate your understanding of the appropriate role of a public charter school board member.

My understanding is that a board member of a charter school provides a governing/oversight function for the school. The board member is not involved in the day to day functioning of the school but oversees the strategic direction and operations of the School as well as advising the School on fiscal and legal matters.

Please indicate specifically the knowledge and experience that you would bring to the board.

I have been a practicing lawyer since 1997, doing both litigation and corporate work. I have worked for 7 years for a large corporate law firm in New York City as well as working as an in house lawyer for the past 4 years. I currently am the Associate General Counsel for Tulane University and work on a variety of legal matters. My ten years of experience in the legal world has exposed me to employment issues, litigation, risk management issues, and general corporate issues which I hope would be a helpful experience as a board member.

Please provide a forecast of where you see the school in one year and then again in four years.

I see the first year at Akili Academy of New Orleans to be a great building year: establishing a good enrollment, establishing roots in the community, and beginning to make a name for the school in the community. By the fourth year, I think Akili Academy will have established itself in its community, it will have expanded to four grades and the school will start to gain a reputation as a leader in elementary education in the community.

Provide your understanding of the school's mission and/or philosophy.

My understanding of Akili Academy of New Orleans's mission is to provide a structured, highly disciplined and rigorous learning environment with an emphasis of college preparation.

Indicate if you are familiar with the educational program that the school proposed to utilize.

My understanding of the educational program at Akili Academy is that it will be rigorous, focused on reading, and will provide students with a structured environment.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

I think a successful school provides a structured learning environment where teachers are involved and accessible, where learning is fun, where parents are involved, and where the school's mission is taken seriously by students, parents, faculty and the board. For the school to be successful, the board will need to ensure that the management of the school runs properly so that it is not a diversion from the main focus of the school, educating children. To that end, the board must make sure that the school is sound financially and also ensure that any sorts of disputes be resolved in the best interest of the school.

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing?

I would initiate a board meeting, make sure no board member who had an interest in the situation was present at the meeting and then discuss whether the board member had engaged in self dealing. If self dealing was found, the board would try to negate the transaction if that was possible. In any event, I would move to remove the board member from the board.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school please so indicate and describe the relationship and nature of potential business.

N/A

Please indicate if you foresee any potential ethical or legal conflicts of interest should you serve on the school's board.

I do not foresee any ethical or legal conflicts.

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this _23rd_

day of _August_, 20_07_ at _New Orleans_, Louisiana.

NOTARY PUBLIC

PATRICIA A. BETHANCOURT, NOTARY PUBLIC
(Louisiana State Bar Roll No. 20699)
(My Commission Expires Upon Death)